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ABSTRACT

A selected group of 18 school library media supervisors from Washington, Oregon, Alaska, and Hawaii met in an institute to systematically identify the essential competencies for their role and to interact with a group of nine instructors of library media education in colleges and universities. The institute program was conducted in three stages, with responsibility by the participants for the development and redesign of prototypes during the two interim periods. Once trained in the use of the Instructional Development Institute (IDI) system, participants sought to produce a competency-based program and guide to the preparation and certification of library media supervisors, and to develop a variety of competency-based inservice/preservice prototypes. Supervisory participants identified and defined five major roles for a media supervisory. A list of competencies was outlined for each role and for 28 functions, and suggestions were made for preparatory experiences. An "inside-outside" evaluation of the institute was conducted through personal interviews and a written questionnaire at the final session. Abstracts of the participants' inservice/preservice prototypes and the competencies lists are appended. (Author/SL)

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**NARRATIVE EVALUATION REPORT ON THE
INSTITUTE FOR TRAINING IN LIBRARIANSHIP
UNDER HIGHER EDUCATION ACT of 1965, TITLE II, Part B**

**TITLE: "SCHOOL LIBRARY MEDIA SUPERVISOR COMPETENCIES -
A CYCLE DESIGN FOR DEVELOPMENT"**

**AT: SCHOOL OF LIBRARIANSHIP
UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON**

**DATES: STAGE I - July 26-August 3, 1973
STAGE II - January 16-18, 1974
STAGE III - May 6-10, 1974**

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U.S. DEPARTMENT OF HEALTH
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I. INTRODUCTION

After more than a year of planning and work on the part of many persons, this Institute for Training in Librarianship conducted under a grant from the U.S. Office of Education, Title II, Part B, Higher Education Act of 1965, came to an end May 10, 1974.

There were several unique aspects of the program as planned in the spring of 1973. First of all, it was developed jointly by Eleanor Ahlers, Professor of Librarianship, University of Washington, and Jean Wieman, Supervisor of Learning Resources, Office of the Superintendent of Public Instruction, who served as Director and Associate Director respectively. Secondly, it was planned to include eighteen school library media supervisors at school district, intermediate district and state levels, plus nine instructors in library media education programs in colleges and universities. Thirdly, personnel in these two categories were invited from Washington, Oregon, Hawaii and Alaska. A fourth unique quality was the overall aim to contribute in this specialized area to a new competency-based teacher certification program in these states and elsewhere.

In brief, the three major objectives were originally stated in the proposal as follows: (1) production of a competency-based program and guide for the preparation and certification of library media supervisors; (2) study directed to the redesign of library media preparation programs in participating institutions of higher education; and (3) systematic production of a variety of competency-based inservice prototypes for both building and supervisory level library media specialists.

How well were these objectives achieved? The evaluation directed by Dr. Gerald Torkelson, Professor of Education, University of Washington, and "inside-outside" evaluator for the Institute, and assisted by Dr. Leslie Blackwell, Associate Professor of Education, Western Washington State College, found answers to this question through a written questionnaire and personal interviews at the May session. Input from the Stage I session, July 26-August 3, 1973, and the Stage II session, January 16-18, 1974, are also included in this final report.

A major change was necessitated at the outset since instructors in colleges and universities were not able to be released for the first session, in the summer of 1973. Thus only the eighteen supervisors participated in Stage I and Stage II sessions. They were joined in May by five from library media education programs in Washington State (plus one from New York State), but none from the other three target states.

In the first session held on the University of Washington campus, the outside consultant, Mrs. Mary Frances Johnson, Associate Professor, School of Education, University of North Carolina at Greensboro, addressed the group on "Role of the Library Media Specialist in Education." She also discussed informally with the participants the certification program recently approved by the North Carolina State Department of Education.

The major focus on the Stage I session was a study in detail and its application of the Instructional Development System. Tom Hannan, Director

of Learning Resources, Office of the Superintendent of Public Instruction, and Jean Wieman, Supervisor of Learning Resources, who had conducted many leadership training workshops on the use of this IDI system throughout the state, lent their competencies in this area. Then the participants identified individual projects which were developed as prototypes in the Interim I period between the first two sessions, by applying the first four functions of the Instructional Development System. These first drafts were evaluated by the staff preceding and during Stage II session. In the Interim II period the prototypes were recycled in many instances and completed through all nine functions. They were submitted in writing and presented as mediated packages at the Stage III session.

At the May conference thirteen of the original eighteen participants, plus six from library media education programs, worked together in studying, revising and refining the list of competencies already identified under five areas or roles and twenty-eight functions. Instructors from library media preparation programs began to identify changes needed in redesigning preparation programs.

The personnel involved in this Institute included those who were library supervisors, audiovisual supervisors, and directors of combined library media programs. Of the original eighteen, eleven were from Washington, five from Oregon, and one each from Alaska and Hawaii. Nine represented local school districts, seven, intermediate districts, and two, state departments of public instruction. There were five from the preparation programs in institutions of higher education participating in Stage III (plus the two regular staff members and one from Long Island University).

Stage I, July 26 - August 3, 1973, took place on the University of Washington campus; Stage II, January 16-18, and Stage III, May 6-10, 1974, were located at the University of Washington Continuing Education Center at Lake Wilderness, some thirty miles from Seattle.

The tripartite planning for this Institute was one of its strengths. Appreciation is expressed to the Director and Supervisor of Learning Resources, Office of the State Superintendent of Public Instruction, Tom Hannan and Jean Wieman, respectively, and to Professor Gerald Torkelson and Associate Professor Richard Hawk, Learning Resources, College of Education, University of Washington, who joined with Professor Eleanor Ahlers, School of Librarianship, University of Washington, in planning, advising and evaluating. Appreciation is also expressed to Associate Professor Leslie Blackwell, School of Education, Western Washington State College, who served as a member of the Advisory Committee and as a staff member of the Institute throughout. Finally, the support given by Dr. Irving Lieberman, then Director, School of Librarianship, and later by Professor Mae Benne, Acting Director, was greatly appreciated.

II. NARRATIVE REPORT

BACKGROUND

The library media supervisor at the school district, county or intermediate district, or state level must today exert a dynamic role if building libraries are to achieve the broadened concept of an IMC, LRC, or media center (whichever of several terms may be preferred). Yet, there is little evidence in publications or research that job descriptions, criteria for performance, or even task analyses have been established for supervisory media personnel. In Standards for School Media Programs published jointly in 1969 by the American Association of School Librarians and Department of Audio-Visual Instruction, there was one brief chapter on the work of the supervisor; the same held true for the 1960 Standards for School Library Programs. At the state level in Washington State the 1968 Program for the Learning Resources Center reveals even less with respect to standards for supervisory positions.

Washington State has no specific guidelines for preparation programs for supervisory personnel in the school library media field; nor, at present, is there a certification requirement for supervisors. Both of these factors have resulted in many supervisory positions being filled by inadequately prepared personnel; and, consequently, building level teachers and library media specialists often do not receive the support needed for quality programs.

Beginning in 1971, the Washington State Board of Education adopted a new program of competency-based certification mandating that colleges and universities, professional organization and school districts cooperatively develop new patterns of certification, for teachers, administrators, and other types of specialists such as those in library media. Such programs are to be individualized, provide more field-centered opportunities for training and certification, and must be based on demonstrated performances rather than on hours of credit or degrees. In the consortium concept, the professional associations, as one of the triad, have been deeply involved in developing the role and competencies needed for their special groups. Thus, in the field of library media specialists, the Washington State Association of School Librarians and the Washington Association for Educational Communications and Technology, have had a joint ad hoc committee in operation for several years and have produced excellent tentative guidelines for the building school library media specialist, but have not yet tackled the supervisory level beyond brief initial discussions.

Since the University of Washington has an educational program for preparing supervisory staff, both in the School of Librarianship and in Learning Resources, College of Education, and since the State Office of Public Instruction is involved in the certification of personnel, it seemed logical that representatives from these two educational units should plan an institute aimed at the certification of school library media supervisors. Mrs. Jean Wieman, Supervisor of Learning Resources Services, Office of Public Instruction, approached Professor Eleanor Ahlers whose specialization in the School of Librarianship at the University of Washington is in the preparation of school library media specialists. A proposal for an institute was then prepared and presented by the University of Washington upon the advice of faculty

in the cooperating Learning Resources area of the College of Education and others in the School of Librarianship and State Office of Public Instruction.

Although this Institute was planned primarily to make a contribution in a specialized area to the overall plan for teacher certification in the State of Washington, the decision was made to invite representatives at the school and intermediate district and state levels, and from library media preparation programs in institutions of higher education, in the states of Oregon, Hawaii and Alaska.

GOALS

The proposed Institute was designed for school library media supervisory personnel and for instructors in library media education programs in colleges and universities, in order to upgrade personnel and redesign preparation programs.

Overall objectives were stated as follows:

1. Production of a competency-based program and guide for the preparation and certification of library media supervisors.
2. Redesign of library media preparation programs in participating institutions of higher education.
3. Systematic production of a variety of competency-based inservice/preservice prototypes for both building and supervisory level library media specialists.
4. Determination of differences in preparation programs for library media personnel serving children and teachers in rural and remote areas and/or working with disadvantaged or minority groups.
5. Provision of competent personnel to conduct inservice programs for rural and remote school districts that are without qualified library media personnel.

Instructional objectives were developed and a list of competencies to be acquired by the participants at the conclusion of the three Stages of the Institute program. In brief these may be summarized as follows: (1) identify in writing specific competencies of library media supervisors; (2) write measurable performance objectives, using a standardized format; (3) select and/or design alternative learning experiences to develop each competency; (4) use a system to design, implement, evaluate, and redesign a prototype individualized training program for an appropriate selected target group; (5) design a system which will lead to competency-based certification for library media supervisors; and (6) design a system for converting existing library media courses into performance based programs.

PARTICIPANTS

The Institute proposed to assist a selected group of eighteen school library media supervisors to identify systematically the essential

competencies for their role and to interact with a group of nine instructors teaching in library media education in institutions of higher learning. Therefore, the participants would represent two target groups: supervisory level (district, intermediate district and state) and higher education personnel.

Criteria for Eligibility

The Institute was designed for a total of twenty-seven participants whose eligibility was based on the following:

1. A master's degree or equivalent in librarianship or media.
2. Evidence of commitment on the part of the participant's immediate superior to provide support and assistance during the two interim periods of the Institute.
3. Evidence of commitment by the candidates to participate in all three stages of the Institute program.

The eighteen participants in supervisory positions must have the following qualifications in addition:

1. A current and valid teaching certificate in one of the four states.
2. At least one year's experience as a supervisor.
3. Current and projected continuing assignment as a library media supervisor.

The nine participants who are instructors in college or university library media education programs must have the following qualifications in addition:

1. Current assignment as teaching faculty in a school library media education program in a public or private institution of higher education.
2. A minimum of two years of experience as an instructor in library media.
3. Evidence of commitment to work with related schools or departments in their respective institutions.

The Director and Associate Director, with the assistance of an advisory committee, reviewed the applications and determined the eligibility of the candidates for admission to the Institute. Arrangements were made for six quarter hours of University of Washington extension credit to be earned by participants who completed the requirements of Stage I, II, and III.

Because of the extremely late funding of the Institute, instructors in library media preparation programs were already committed to summer teaching. Therefore, this group did not meet with the supervisory group until Stage III in May, 1974.

For statistics concerning the participants, please see Appendix B.

STAFF

The professional staff consisted of a director, Miss Eleanor E. Ahlers, associate director, Mrs. Jean Wieman, and instructor, Dr. Leslie Blackwell, who served throughout the three Stages of the Institute. In addition, Mrs. Mary Frances K. Johnson was the keynote speaker for Stage I; Miss Dorothy Anderson and Dr. Diana Spirt (also a participant) served as consultants in Stage III; Dr. Richard Hawk and Mr. Thomas Hannan served as consultants and instructors as needed. Dr. Gerald Torkelson was the inside-outside evaluator. (See Vitae page in Appendix B.)

The Advisory Committee, which selected the participants, met on numerous occasions and served in an advisory capacity to the directors throughout the entire Institute program. The members of this committee included Dr. Torkelson, Dr. Hawk, Dr. Blackwell and Mr. Hannan.

ADMINISTRATION

In the initial stages of the planning for this Institute, it was agreed that the Associate Director would be primarily responsible for development of program, and the Director, for administration. Although there were cooperative planning and overlapping of responsibilities, basically this design was maintained. Therefore, both initial and continuing contacts with the USOE, with Grants and Contract Services at the University of Washington, with the State Office of Public Instruction, and with arrangements for facilities, equipment, secretarial staff, etc. remained the responsibility of the Director throughout.

Relationships with Grants and Contracts Services on the campus were pleasant as always, and assistance was given promptly when requested. Other departments and offices, such as the School of Librarianship, Housing and Food Services, Purchasing, Extension Services, Communications Services, were continuously helpful.

USOE Relationships

Relationships with the USOE were friendly at all times. However, the time lag from the approval of the Institute proposal until the official approval and funding of the budget was frustrating. It was an almost impossible feat to write and mail announcements, select the participants, make all necessary arrangements, and plan the program in detail before the first session took place. This late funding is a continuing weakness in the Institute program, as is the small amounts allowed for participant stipends, and reimbursement for directors. It was helpful to have Mr. Stevens meet with the Director in Seattle for consultation, but disappointing that he was not able to attend any part of the three sessions. It was disappointing, too, that the USOE meetings of Institute directors were planned at a time when the directors of this Institute could not attend. Preliminary information about these conferences would have been helpful, also for those planned by the Leadership Training Institute. The assistance with materials and consultant services with the LTI Program Coordinator was very much appreciated.

Pre-Institute Planning and Orientation

The Advisory Committee met several times preceding the Stage I session and frequently during the entire period of the Institute. The time, interest, constructive criticism and assistance provided by the members of this committee were of inestimable value.

Participants were sent numerous communications and informational materials both before and during the Institute period. (The list of forms and form letters is shown in the Appendix.) Before each of the three sessions, participants arrived for socializing and orientation the preceding evening. Throughout the Institute questions were answered and counseling given both by letters and telephone communication. Participants in the Seattle area met to criticize instructions for reporting on prototypes, and several in the Olympia area worked together on a number of occasions. The opportunity for tentative reporting and staff advising was used at the OEMA conference in Portland, Oregon when it was found that a majority of the participants would be in attendance at that conference in October.

Facilities, Materials and Equipment

The University of Washington Continuing Education Center at Lake Wilderness was closed for remodeling in the summer of 1973. Therefore, participants were housed and boarded at Haggett Hall on the campus. These accommodations were comfortable; Clark Hall, where all work sessions took place, was nearby but had little else in its favor. The sessions in January and May took place at Lake Wilderness where participants and staff had single or double rooms with private bath. The Center has a reputation for excellent cuisine, which proved true on both occasions. Meeting space was comfortable and adequate for large and small group activities and individual conferences. The setting is beautiful and the distance of thirty miles from Seattle results in a group remaining together. A large lounge with a fireplace lent itself to an informal relaxed atmosphere for conversation, group singing and guitar playing. Some evening work sessions were planned, but most were open for informal small group work, individual conferences with the staff, or simply relaxation.

Equipment was available in quantity at all sessions. Tapes, transparencies and other simple production materials were available also. Audiovisual materials, such as films, tapes and slides, were supplied to support the program as needed. A carefully selected collection of books and periodical articles was compiled (list in the Appendix) and was organized for circulation both during and between the Institute sessions.

PROGRAM

The Institute was planned in three formal stages, with assignments to be carried out in two interim periods, beginning in July 1973 and ending in May 1974. At the outset there were to be two groups of participants (18 supervisors and 9 library media educators). Due to late funding the college and university instructors were not able to attend Stage I because of prior commitments to summer school teaching. Therefore, this group did not meet with the supervisory group until Stage III. Thus some changes were necessitated in the program, particularly in the interaction from the beginning of the practitioners in the library media supervisory field with the instructors in the library media preparation programs. Then, too, the individual prototypes planned for both groups were developed only by the supervisors.

An outline showing the major tasks for each of the five periods follows:

MAJOR TASK

Stage I July 26- August 3, 1973	Acquire use of systems skills to develop competency-based inservice and preservice prototypes for selected groups
Interim I	Develop inservice prototype at local level using systems skills acquired during Stage I.
Stage II January 16-18, 1974	Evaluate prototypes and plan for redesign based on self, Institute staff and outside evaluation.
Interim II	Complete prototype redesign, implement prototype and collect evaluation data.
Stage III May 6-10, 1974	Present prototypes as implemented at local level with plans for revision. Develop lists of supervisory competencies and suggestions for preparation experiences in acquiring these competencies.

The Stage I session, July 26-August 3, 1973, took place on the University of Washington campus. Participants were housed in dormitories and worked in large and small groups in nearby Clark Hall. The IDI* system was introduced by Mrs. Wieman and Mr. Hannan. A considerable portion of the time during this period was devoted to the various learning activities relating to systems skills. In addition, a Mission Statement and five supervisory roles with tentative definitions were developed by the group as a whole. Participants planned in type-of-job groups and began discussing their individual prototypes to be developed in their job settings.

The visiting consultant for the first two days of this first session was Mrs. Mary Frances Johnson, associate professor, University of North Carolina in Greensboro. In her opening address, entitled "Role of the Librarian/Media Specialist in Education," Mrs. Johnson considered the directions in education now and in the future and probable future roles of (library) media professionals. She suggested implications of these changing roles for the preparation of school (library) media specialists, considering both preservice and inservice education. She discussed the humanistic

* Instructional Development Institute. Prepared for the National Special Media Institute, with USOE funds in 1972. (Chart on Functions, page 10.)

school, the emphasis in "learning how to learn," the proliferation of instructional materials, audiovisual hardware and communications systems, the growth of educational systems and district or multi-district level media programs. She talked about the school library of the future with its broader scope and range of media services, its individualization of programming in media services, instructional design, interdisciplinary approach, staff differentiation, emphasis on competence in management functions. Mrs. Johnson closed with "library/media education for the future," with implications for individualized instruction, establishment of behavioral objectives and utilization of technology.

In an evening session Mrs. Johnson described approaches used in developing NC competency-based state standards and guidelines for certification of school (library) media professionals, approved in 1972. Her final contribution was a succinct summary and evaluation of the work of the first two days of the Stage I session.

In the Interim I period the eighteen participants worked on the first four functions of the IDI system. Tentative drafts were discussed at the OEMA Conference which many attended in October in Portland. Detailed instructions for developing the first draft through the first four functions were sent to the participants in December. These completed first drafts were evaluated by the staff before Stage II.

The Stage II session, January 16-18, 1974, was located at the University of Washington Lake Wilderness Continuing Education Center, some thirty miles from Seattle, where participants were comfortably located both for living accommodations and work space. Emphasis was on individual conferences and discussion of prototypes with staff members, and work in small and large groups as needed in planning for the completion of the prototypes through all nine functions of the IDI system.

In Interim II period the participants worked on the redesigning of their prototypes and bringing them to completion for presentation at the Stage III session.

The Stage III session was also held at Lake Wilderness. The prototypes were presented both in writing and in a mediated "promo" production to the group. Participants had already indicated their choices for small group work on the competencies required for each of the five roles determined in Stage I. Supervisors and library media educators worked together in compiling these lists of competencies based on lengthy lists that had been drawn up by the staff from a variety of sources. They also developed lists of preparation experiences suggested for acquiring these competencies. Definitions of the five roles of supervisors were refined and the model was changed to show the impact throughout of management skills. The library media educators met occasionally as a group to discuss the implications for their preparation programs and to plan ahead for future meetings which would include others from library media education programs in the region.

Please note the following:

1. Further details of the Institute Program are given in the daily schedules for Stage I, II and III located on pages 19-28.
2. Copies of the Mission Statement, Definitions of Roles, Model showing Library Media Supervisor Roles are on pages 11-13.
3. Evaluation of the program is given on pages 29-52.

INSTRUCTIONAL DEVELOPMENT SYSTEM

DEFINE	FUNCTION 1 <u>Identify Problem</u> Assess Needs Establish Priorities State Problem	FUNCTION 2 <u>Analyze Setting</u> Audience Conditions Relevant Resources	FUNCTION 3 <u>Organize Management</u> Tasks Responsibilities Timelines
DEVELOP	FUNCTION 4 <u>Identify Objectives</u> Terminal Enabling	FUNCTION 5 <u>Specify Methods</u> Learning Instruction Media	FUNCTION 6 <u>Construct Prototypes</u> Instruction Materials Evaluation Materials
EVALUATE	FUNCTION 7 <u>Test Prototypes</u> Conduct Tryouts Collect Evaluation Data	FUNCTION 8 <u>Analyze Results</u> Objectives Methods Evaluation Techniques	FUNCTION 9 <u>Implement/Recycle</u> Review Decide Act

Mission Statement

Meeting the needs of individual learners requires the use of a wide range of learning resources to facilitate the learning/teaching process. The district library media supervisor provides leadership in the design and management of learning resources services as an integral part of the total educational program.

The library media supervisor, as a professional person, continues to grow professionally through study and self-evaluation, encourages the personal growth of staff members, supports their participation in professional activities, and stimulates achievement of high levels of performance.

N.B. This Mission Statement was an evolving document first drafted by the participants at the Stage I session and finalized in Stage III. The Definition of Roles that follows went through the same procedure. The model showing the Roles was changed considerably from the Stage I model, particularly in the overall expansion of the Management and Supervision section; Professionalism evolved from a role formerly entitled School and Community Relations to this broader concept. Participants applied the IDI system in developing their prototypes in the on-the-job setting. Due to the length of these reports, only the abstracts are given in Appendix C. The list of Roles, Functions and Competencies contained in Appendix G reflect the work of the participants and staff at each Stage of the Institute.

Definition of Roles of the

Library Media Supervisor

Management and Supervision

The management and supervision role of library media supervisors consists of functions essential to supervising personnel, planning budgets, directing office operations, and guiding and creating good relationships with other people, as well as the overall direction and coordination of all aspects of the library media program.

Instruction

The instructional role of library media supervisors encompasses functions relating to the planning of inservice education programs for the district ITC staff, and for building library media specialists and teachers; participation in curriculum and instructional planning; and developing with district consultants and building personnel a program of library media skills for elementary and secondary school students.

Media

The media role of library media supervisors refers to the several functions pertaining to media and related services. Leadership skills are required both as managers of the district media center and as a consultant with building level personnel in formulating selection policies and implementation procedures relating to the acquisition of materials and equipment, their organization, distribution, utilization, maintenance and production.

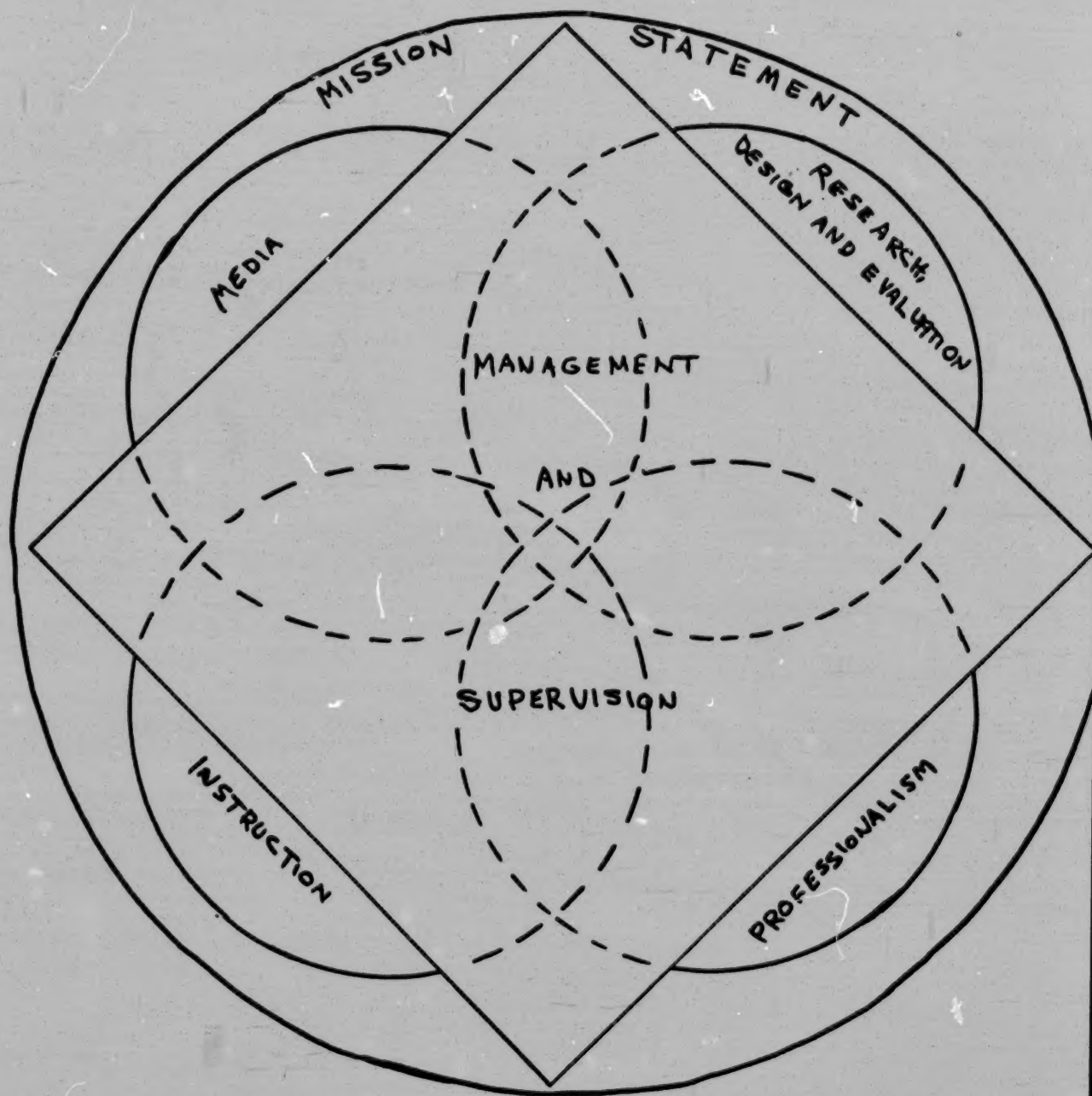
Professionalism

In the role of professionalism the library media supervisor upholds the ethics and standards of the profession, continuously improves his own knowledge and skills, and guides the staff responsible to his leadership into an active professional role. This supervisor shares responsibility with others in the district in maintaining healthy, informed relations between the schools and the various agencies of the community.

Research, Design and Evaluation

The research, design and evaluation role requires of the library media supervisor the ability to assist in conducting research in his special and other related areas, and in applying the findings; to assist in designing curriculum and instructional strategies; to provide leadership in the design of teaching/learning materials, equipment systems and facilities; to evaluate the total learning resources program in conjunction with building personnel.

LIBRARY MEDIA SUPERVISOR ROLES



Roles, Functions and Competencies
of the School Library Media Supervisor

The compilation of competencies and functions relating to the five major supervisory roles is not an official report of the Institute. (See Appendix G.) It is included, however, since much of the original material was drafted by the participants during the three Stages of the Institute.

During Stage I the supervisory participants identified and defined the five major roles and adopted a Mission Statement. This task was completed after study and examination of a large number of publications relating to responsibilities and functions of building level library media specialists.

As part of the prototype reports submitted to the staff during Stage II, the participants identified supervisory competencies which they had demonstrated during Interim I of the Institute. The staff compiled these competencies, eliminated the many duplications, and grouped them along with many from the Stage I publication, under the five major roles. This compilation of competencies became the working papers for Stage III.

Each of five groups of participants assumed responsibility for developing the competencies relating to one major role during Stage III of the Institute. Working in these small groups, the supervisors and library media educators refined and shortened the lists of competencies, made recommendations regarding preparation programs, and then presented a brief report to the entire group.

Since time precluded overall study of the committee reports by the entire group, considerable editing and rewriting were of necessity completed by the Director and Associate Director after Stage III. For example, groups of competencies were often eliminated by a committee on the basis that the competencies related more closely to a different role; however, since no one committee worked with all other committees, the competencies eliminated by one group were not automatically included in another group report.

In the final editing and rewriting process, the staff utilized all the final committee reports from Stage II, the working papers prepared prior to the final Stage, and the original publications presented during Stage I. The recommendations of the participants relating to a major emphasis on the Management and Supervision role and on the Personal Characteristics of library media supervisors are reflected in the list of competencies. It was also decided to include a brief description of the role of the supervisor in each function.

Although the major functions and competencies defined in the document included in the Appendix are based on the work of the Institute participants, the responsibility for final decisions regarding the content and format rests with the staff.

Implications for Library Media Supervisor

Preparation Programs

In the proposal first submitted to the USOE, one of the needs to be met through this Institute was stated as "restructuring of the existing curriculum offerings in the college and university preparation programs for library media personnel at the building and district levels." This need was stated again in the goals of the Institute. Time precluded a discussion of the preparation needed for building level personnel, however, and the participants concerned themselves only with the preparation programs for supervisors.

Since library media educators were not participants in the Stage I and II sessions, it was not until the Stage III session that the supervisor participants and the personnel from the library media preparation programs were able to work together in small groups. They used the following seven questions as they filled out the sample form:

1. What competencies are best developed through field experiences?
2. What competencies are best developed through college or university campus experiences?
3. What competencies require an interdisciplinary approach?
4. What competencies can be developed into self-instructional sequences?
5. What competencies can be acquired in small group discussions?
6. What competencies can be acquired in large group presentations?
7. What competencies need to be developed in a model laboratory media center?

A trend toward increased field-centered preparation programs and learning experiences was strongly supported by Institute participants. Analysis of the participants' recommendations relating to the physical setting of learning experiences indicated their preference as follows:

Campus setting (only)	5%
Field setting (only)	21%
Combination of campus and field	20%
Field and other setting (not specified)	17%
Campus, field and other setting (not specified)	42%

For colleges and universities preparing or desiring to develop preparation programs for library media supervisors, these figures are highly significant in terms of prevalent residency requirements and mandated course work.

An additional complication in developing preparation programs which will meet the needs of supervisors was a strong emphasis on an interdisciplinary approach. This emphasis was particularly noticeable in the management and supervisory functions. Recommendations for training in business administration, psychology, communications, school finance, sociology, law, anthropology and philosophy indicated that the supervisors recognized serious educational deficiencies in these areas. (It should be noted, however, that few of the participants had received formal educational administrative training prior to their placement in supervisory positions.) Nevertheless, developing a preparation program involving a number of separate colleges and departments within a university or college poses difficult problems for library media educators.

The third major recommendation of the participants concerned their request for individually developed programs with a wide variety of experiences uniquely prescribed for each supervisory trainee. The participants indicated that no single program could meet the variety of individual needs and abilities, and that, therefore, the supervisory preparation programs should be developed and implemented with significant input from individual supervisory trainees. Individualization is consistent with the entire concept of competency-based programs, but again raises significant problems in implementation of preparation programs.

Internships, on-the-job training experience, seminars, workshops, state education agencies, professional associations, self-instructional packages, instructional television, etc. were among the alternative learning experiences suggested by the participants. (See following list.) Organizing and utilizing these resources and experiences systematically in existing formal preparation programs presents management and quality control problems for library media educators.

In summary, this Institute's findings regarding specific implications for preparation programs represents only a tentative beginning. Much more specific, in-depth research and identification of both the needs of supervisors and the problems facing library media educators and their institutions are essential.

Suggested Alternative

Learning Preparation Experiences

1. Closed circuit television
2. Computer assisted instruction
3. Catalog of alternative learning experiences (state level)
4. Programmed instruction
5. Internships in traditional settings
6. Internships in business, state and national departments of education, etc.
7. Learning activity packages
8. Self study
9. Correspondence courses
10. Workshops (district level)
11. Workshops (professional associations)
12. Workshops (state or regional)
13. Institutes
14. Review of current literature and research
15. Simulation experiences
16. Role-playing experiences
17. Observation and visitations
18. Seminars
19. Building level practicum
20. Human resources
21. Commercial resources
22. Computerized searches

Preparation Experiences Suggested for Acquiring and Demonstrating Supervisory Competencies

[illegible]

"SCHOOL LIBRARY MEDIA SUPERVISOR COMPETENCIES"**INSTITUTE SCHEDULE****Stage I****July 26 - August 3, 1973****Day 1 - Eleanor Ahlers, presiding**

- 9:00 - 9:30 Official Greetings:
Dean Joseph McCarthy, U.W. Graduate School
Dr. Irving Lieberman, U.W. School of Librarianship
Thomas P. Hannan, Office of the Superintendent of
Public Instruction of Washington
- 9:30 - 10:30 "The Emerging Role of the Library Media Specialist in
Education" - Mary Frances K. Johnson, Associate
Professor of Education, University of North
Carolina at Greensboro, North Carolina
- 10:30-10:45 Coffee Break
- 10:45-11:45 Introduction of staff, roles and participants
Registration for Extension credit - Eleanor
Purpose, overview and design of Institute - Jean
- 12:00- 1:00 Lunch
- 1:00 - 3:15 "Six Bits" - team and communication exercise in
groups of 6 - Les Blackwell
Group consensus on mission (rationale) statement
working in groups of 3 - Tom Hannan
- 3:15 - 3:30 Coffee Break
- 3:30 - 4:30 "Ways and Means of Developing Competency-based
Programs" - Mary Frances
- 4:45 - 5:30 Tour of Suzzallo and Undergraduate libraries or
AV centers
- 5:30 - 7:00 Dinner
- 8:00 - 9:00 Evening session on Standards - discussion led by
Mary Frances

Day 2 - Jean Wieman, presiding

- 8:30 - 11:45 Film: "Refiner's Fire"
"Producing a Tentative List of Functions for the
Future" - Jean
Presentation of brainstorming rules - large group work
- Participants divided into groups
- Directions
Select a leader and recorder. Each group think of
functions that in the world of the future will be
necessary to carry out a district level (ISD) library
media program using the rationale and input from
Mary Frances Johnson's presentation of Day 1.

Day 2 - Cont.

Brainstorm broad area competency categories and functions and record all on chart paper.

Two groups form together and make new chart of common terms

Institute staff make new chart of commonalities

Go back to original groups and prepare rationale for those functions unique to one individual or group

Leaders, recorders or participants present rationale

Coffee Break

Gain large group consensus on tentative function and competency categories subject to revision throughout Stage III of the Institute

Objective met? Vote. If not, recycle.

Validate functions and performance competencies with national and state models

12:00- 1:00

Lunch

1:15 - 3:15

Introduce transparencies showing various models and transparencies of sheets A and B

Pass out flow charts and templates and examine. Pass out other materials and prepare for afternoon session.

Directions

In groups of 5 (or 6) and following the flow chart, look for gaps in functions or competency groups on listing agreed on by the large group. Remember to look at functions needed for the program not individual competencies. Make additions, reword and record on model. Remember this model will still be subject to review and revision throughout Stages I, II, III of the Institute. Follow the flow chart as far as possible.

Coffee Break by team consensus

3:30 - 4:30

"Synthesis" - Mary Frances

Weekend homework assignment - learning package on objective writing.

WEEKEND PAUSE THAT REFRESHES

Day 3 - Jean Wieman, presiding

9:00 - 11:50

Continue work with flow chart

Overview of systems approach - Tom

Concepts

Commonalities of systems approaches

Versatility of systems

Application of systems to instructional development and our potential role

Recycling and all-at-onceness

Synthesis of systems

Day 3 - Cont.

Systems Game and Debriefing - Les
 "A Fable Revisited" (3 little pigs in systems approach)
 Introduction of IDI Model - Jean
 Form "job-alike" teams - Eleanor

12:00- 1:00

Lunch

1:00 - 4:30

Individuals work carefully through pages 1-17 of the
 "Blue Book"

In "job-alike" teams, read and work through decision
 point a, pages 2-16 in the workbook manual.
 Go through Step 4 only.

Each team reports back to large group, using systems
 terms and concepts when possible. Report on status
 quo-ideal, tentative problem statement. Staff debrief
 and concept reinforcement.

7:00 - 8:00

Evening session as needed for group work

Day 4 - Jean Wieman, presiding

8:30 -10:30

In job-alike teams, begin working in your Workbook
 Manual and complete through p. 28.

Coffe Break by team consensus

10:30-11:00

Each team reports back to large group, using chart
 paper and reporting on -

- a. Status quo - Ideal
- b. Tentative problem statement
- c. Tentative solution(s) proposed

11:00-11:30

Group consensus (See Objective Day 2 AM #2) on certifica--
 tion/preparation model for library media supervisors

11:30- 1:00

Lunch and as individuals, work through Function 2,
 Analyze Setting, p. 18-34 in the Blue Book. Check
 Appendices as indicated.

1:30 - 1:50

In job-alike teams, work through Decision Point b in
 your Workbook Manual, p. 29-34.

Job-alike teams report back to large group on the
 characteristics of the Situation and Preliminary
 Inventory of Resources, Decision, Points c and d.

1:50 - 2:45

Introduce Function 3, Organize Management, and as
 individuals, read pages 35-37 in your Workbook Manual.

As individuals, work the Blue Book, Function 3, pages
 35-54. Make special note of the following terms and
 concepts:

Responsibility	Human Factors
Commensurate authority	Algorithm
Feedback	Flow Chart
Functional relationships	Task Analysis

Coffee on your own time

Day 4 - Cont.

- 2:45 - 3:00 In job-alike teams, but tailoring your responses to your own needs, work pages 39-42.
- 3:00 - 3:20 Brainstorm management tasks for Function 1, in large group
Brainstorm management tasks for Function 2 and 3 in groups of 5.
- 3:20 - 4:10 In job-alike teams but tailoring to your individual situation, copy relevant management tasks in your Workbook Manual, pages 43-48. Assign a value to each task and tentatively sequence. Add any other tasks needed.
On pages 44, 46 and 48, you may wish to use the library collection to identify some specific resources.
- 4:10 - 4:50 Directions to large group: Take one performance category (management, selection of materials, human relations). Brainstorm subperformances needed to complete the larger category performance. (May use other documents as resources.)
Participants move into groups. Each group assigned by staff one performance category or function category to "flesh out" with subperformances or subfunctions. Each group assigned a number from 1-6. Work on chart paper.
- 5:30 Dinner and free evening.

Day 5 - Jean and Tom, presiding

- 8:30 - 9:40 Summary-management tasks
Team test on systems
Consensus on Mission Statement and conceptual model outline of library media supervisory role.
- 9:40 - 11:45 Brainstorm and/or use Documents from Day 2 to fill out conceptual model.
Each group examine own model and refine, re-evaluating conceptual model outline and consistency.
Groups mill and examine models.
Each group present model and rationale to large group.
Large group looks for omissions and duplications.
Large group re-examine outline model for validity, consistency, usability.
Consensus on major elements of model.
- 11:45- 1:00 Lunch
- 1:00 - 3:15 Review program on writing objectives and review IDI model.
Write specific performance objectives for subcompetencies, (which may be used as screening devices and point the way to specific learning activities for various target groups)
Directions
In job-alike teams, select a subcompetency in the cognitive domain and translate into the ABCD format (Don't use your own selected competency.).

Day 5 - Cont.

Exchange with another group and critique and refine both objectives. Copy on chart paper.

Present to large group

3:15 - 3:30

Coffee Break

3:30 - 5:00

Return to job-alike teams and pull out and sequence subobjectives and select appropriate learning activities

Exchange with another group, critique and refine. Copy on chart paper.

Present to large group.

Write objective in ABCD format relating to film back in job-alike teams

Continue and complete with subobjectives and learning activities.

In your job-alike teams, now take your own selected competency for your team's prototype and complete Decision Points h and i (pages 11 and 53 in your Workbook Manual, Function 4).

5:30

Dinner followed by small group work.

Day 6 - Jean, Tom and Les presiding

8:30 - 9:45

Group consensus on Model of "Functions of Library Media Supervisor"

9:45 - 10:15

Continue work on terminal and enabling objectives

10:15 - 10:30

Coffee Break

10:30 - 11:45

Continue work on analysis of objectives

11:45 - 1:00

Lunch

1:00 - 4:30

Introduction to Function 5: Selecting Instructional Strategies and Media - Les and Dick Hawk

"More Than Words" - film on communication

Using the "Strategy and Media Manual" - a place to begin.

"Waterfall" - slide-tape production of Dick's

Select appropriate domains, strategies and media for prototype objectives.

5:00 - 6:00

Dinner

7:00 - 9:00

Case study on slide-tape production in developing the prototype - Dick Hawk

Miller Hall 407

Day 7 - Jean and Eleanor, presiding

- 8:30 - 10:00 Introduction to Function 6: Construct Prototype (or -
"Now that I've got the pieces, what do I do with
'em?"). Complete Workbook Manual - Jean
- 10:00 - 10:30 Participants fill out evaluation questionnaire on Stage I.
- 10:30 - 10:45 Coffee Break
- 10:45 - 12:00 Preparation of job-alike team reports
- 12:00 - 1:00 Lunch
- 1:00 - 1:30 Participant and staff feedback
- (1:30 - 4:00) Summary presentation with guests
- 1:30 - 1:45 Eleanor Ahlers, Director, presiding
Introduction of guests, staff and participants
- 1:45 - 3:15 Jean Wieman, Associate Director, presiding
with Les Blackwell, Tom Hannan and participants
Purpose, overview and design of the Institute
Participant presentation of a conceptual model for
library media certification
Job-alike team reports on prototypes, using systems
terms and concepts
- 3:15 - 3:30 Social time
- 3:30 - 3:50 Eleanor Ahlers - Evaluative Summary of Stage I
- 3:50 - 4:00 Tom Hannan - Synthesis

FAREWELL UNTIL JANUARY

SCHOOL LIBRARY MEDIA SUPERVISORS INSTITUTE

Stage II

Lake Wilderness Continuing Education Center

January 15-18, 1974

Tuesday, January 15

Social Hour at 6:00 p.m.

Dinner at 7:00 p.m.

Evening of socializing and brainstorming, announcements, etc.

Wednesday, January 16

8:00 - 8:30 Breakfast

9:00 -12:00 Opening session

Welcome and a few comments by Director Eleanor

Overview of the three days by Associate Director Jean

Gerry Torkelson as "inside-outside" evaluator, will review the overall objectives of the Institute - what we have done thus far, what is yet to be done, with questions and comments.

Reports by participants on their prototypes - Les, Chairman
Overview taking no more than 5 minutes for each one.

about 10:15 Coffee Break

12:15 Lunch

1:30 Afternoon session begins

Gerry will lead a discussion on evaluation techniques.

Jean will summarize the ratings and comments of the evaluators of the prototype drafts, their analyses and general evaluations, with input (questions, answers, concerns, resources available, etc.) by Eleanor, Les, Tom and participants.

about 3:00 Coffee Break

5:30 - 6:15 Social time and rap sessions

6:15 Dinner

Evening will be spent in small group work sessions, and/or individual conferences.

Thursday, January 17

8:00 - 8:30 Breakfast

9:00 -12:00 Morning session

Working along on the Functions, coordinated by Jean and assisted by the staff. Time for individual questions and group concerns with some formal presentations related to special aspects of the 9 Functions; emphasis on Functions 5-9.

Les will review the learning domains and the ABCD objectives of the IDI System.

12:15 Lunch

1:30 Afternoon session begins

Continuation of morning work; work on strategies; writing of terminal and enabling objectives.

By the end of these two sessions each of you should have a fairly clear idea of the elements of your prototype which will be completed, tested and evaluated during Interim Stage II.

5:30 - 6:15 Social time and rap sessions

6:15 Dinner

Evening will be spent in small group work sessions, and/or individual conferences.

Friday, January 18

8:00 - 8:30 Breakfast

9:00 -12:00 Morning Session *

Gerry will lead a discussion on the utilization of BRAC in relation to our tentative draft of the competency model ("School Media Supervisor Functions"): input from the staff.

Gerry and Eleanor will lead the discussion of the kinds of training programs needed to prepare school library media specialists at the school building and supervisory levels.

Eleanor and Jean will lead discussion about plans for the Stage III sessions in May.

Eleanor, Jean and Les will evaluate briefly this Stage II conference.

12:15 Lunch and Dismissal

Safe Journey Home!

Best wishes for satisfaction and success during Interim II.

* Participants will complete written evaluation form for Stage II.

SCHOOL LIBRARY MEDIA SUPERVISORS INSTITUTE

Stage III

Lake Wilderness Continuing Education Center

May 5-10, 1974

Sunday, May 5

Social Hour at 6:00 p.m.

Dinner at 7:00 p.m.

Evening of socializing and getting acquainted

Monday, May 6

8:00 - 8:30 Breakfast

9:00 - 10:15 Opening Session

Orientation and review

Eleanor and Jean

Gerry and Les

10:15 Coffee Break

10:30-12:00 Presentation of "promos" - Nancy, Jerry, Barbara

12:15 Lunch

1:30 - 4:30 Introduction to the competency model - Jean
Small group work

3:00 Coffee Break

5:30 - 6:15 Social Time

6:15 Dinner

7:30 - 9:00 Presentation of "promos" - May, Ron

Tuesday, May 7

Breakfast, Lunch and Dinner same as preceding day.

9:00 - 10:15 Reporting back from small groups
"Promo" presentation - Art and John

10:30-11:00 Gerry - Talk on management and supervision

11:15-12:00 Small group work

1:30 - 2:30 "Promo" presentations - Grayce, Freddy Lou

2:30 - 4:30 Small group work

7:30 - 8:30 "Promo" presentations - Henry, Marilyn

Wednesday, May 8

Breakfast, Lunch and Dinner same as preceding day.

- 9:00 - 9:45 Reports from small groups
- 9:45 -10:15 "Promo" presentation - Walter
- 10:30-12:00 Small group work (Begin work on Task #3)
- 1:30 - 2:00 "Promo" presentation - John
- 2:00 - 4:30 Small group work
- 7:30 - 8:00 Diana -Talk on evaluating nonprint materials
- 8:00 - 8:30 Summary discussion of all "promos"
- Thursday reporting procedures - Jean

Thursday, May 9

Breakfast, Lunch and Dinner same as preceding day.

- 9:00 - 10:30 Work in small groups
- 10:45-12:00 Dorothy Anderson - Program of Leadership Training Institute; use of COM-PAC
- 1:30 - 4:30 Preparing for and presenting summary reports of the work of the small groups
- Free Evening

Friday, May 10

- 8:00 - 8:30 Breakfast
- 9:00 -10:15 Written evaluation of the Institute by the supervisors
Meeting of the library media education personnel
- 11:00-12:00 Feedback from interviews - Les
Feedback from participants on the Institute as a whole
Final Input: (a) How can the competency model be used?
(b) How will it relate to certification programs?
Overall summary of the Institute - Eleanor and Jean
- 12:15 Lunch and Dismissal

III. EVALUATION

INSTITUTE ON SCHOOL LIBRARY MEDIA SUPERVISOR COMPETENCIES

Gerald M. Torkelson
Inside-Outside Evaluator

I. Role and Functions of the Inside-Outside Evaluator

Before getting into the process of evaluating the goals and outcomes of the Institute for School Library Media Supervisors, it is important to explain the concept of an inside-outside evaluator and the types of functions performed. This role of an evaluator, that of long-term involvement both from inside and outside the Institute, is a newer concept in institute evaluation. Typically, an evaluator spends several days at the most visiting an institute to judge its effectiveness. Also, the evaluator is usually from a distance geographically.

In the case of the Institute evaluated here, the evaluator is on the faculty of the University of Washington, the sponsoring institution for the Institute. Thus it was possible to collaborate with the co-directors of the Institute when the occasion demanded. The intent of such an inside-outside role for the evaluator was to provide the combination value to the Institute of being inside to assist in the planning and to be outside to provide (hopefully) an objective view of goals and accomplishments.

While on the "inside", the evaluator participated in determining directions and program detail, and sometimes participated in the group sessions of the Institute. The evaluator assisted also in determining the nature of evaluative instruments used for some purposes during the Institute program. It should be pointed out, however, to put the "inside" role in perspective, that the evaluator did not become involved in a direct way until after the summer phase, 1973, had been finished. Nor did the evaluator provide any input in the proposal or contract negotiations phases. The first functions of a formalized nature occurred through attendance by the evaluator at a seminar in Denver in October, 1973, designed for evaluators from all parts of the United States who had responsibilities for evaluation of Institutes for Training in Librarianship, sponsored under Title II, Part B, Higher Education Act of 1965. Recommendations related to participation of evaluators who are to assume an expanded role will be given at the conclusion of the evaluator's section of this final report.

The function of an outside evaluator was to judge the overall achievement of goals and aspirations of the Institute and its participants. In a sense, an evaluator who participates in the ongoing affairs of the Institute and also views it dispassionately from the outside, may tend to feel schizoid, having had a hand in creating something which is later judged by the creator. The two separate functions presented an interesting challenge.

Put another way, the role of the inside-outside evaluator was to be a participant in certain phases of planning, that is, helping to make a determination of what shifts in direction and content needed to be made as a consequence of input from participants, staff and circumstances

arising out of Institute meetings and projects. The outside function was to perform the role as the agent of USOE, the funding agency, not so much as to monitor progress as to do a careful analysis of the total Institute as a basis for advice to the funding agency for future planning.

With this brief explanation of the inside-outside evaluator's role, the analyses which follow will be the composite of the inside-outside role. Some of the data reported will be simply an enumeration of participant responses to various evaluation forms. Other data will be an evaluative judgment of the evaluator. Finally, there will be a general reflection about the total Institute, with recommendations for future planning by the USOE.

II. Goals of the Institute and Their Achievement

As a beginning point, the following quotation is copied directly from the Plan of Operation, p. 4-5, in the Abridged Plan:

- A. The proposed Institute is designed for school library media supervisory personnel and for instructors in library media education programs in colleges and universities, in order to upgrade personnel and redesign preparation programs.

Overall Objectives are:

1. Production of a competency-based program and guide for the preparation and certification of library media supervisors.
2. Redesign of library media preparation programs in participating institutions of higher education.
3. Systematic production of a variety of competency-based inservice/preservice prototypes for both building and supervisory level library media specialists.
4. Determination of differences in preparation programs for library media personnel serving children and teachers in rural and remote areas and/or working with disadvantaged or minority groups.
5. Provision of competent personnel to conduct inservice programs for rural and remote school districts that are without qualified library media personnel.

- B. Competencies to be developed:

At the conclusion of the Institute the twenty-seven participants will:

1. Using as a base the state guidelines for building level library media specialists competencies, identify in writing specific competencies of library media supervisors.
2. Given this list of supervisor competencies, the participants will write measurable performance objectives, using a standardized format.

3. Given these performance objectives, the participants will select and/or design alternative learning experiences to develop each competency.
4. Given these performance objectives and learning experiences, participants will use a system to design, implement, evaluate, and redesign a prototype individualized training program for an appropriate selected target group (i.e. supervisors will design a system for training those library media specialists under their jurisdiction; college level participants, for selected students in their classes).
5. Using the 1971 Standards* as a guide, and the processes, skills and knowledges acquired during this Institute, each supervisor (working in a team) will design a system which will lead to his competency-based certification as a library media supervisor. Each college teaching instructor (working in a team) will design a system for converting existing library media courses into performance based programs.

Rather than reorganize the goals to fit neatly the sequence of events which occurred in Stages I, II and III of the project, including the two Interim periods between Stages, this evaluation report will be organized according to the sequence of "overall objectives" included in the Abridged Plan of Operation.

II-A-1 Production of a competency-based program and guide for the preparation and certification of library media supervisors.

The achievement of this objective was planned to occur as the result of two types of activities. One was for the library media supervisor participants to develop a prototype for inservice-preservice preparation and certification for persons like themselves. This prototype was to deal with a local problem at their home base (several participants collaborated on the same project for use in several supervisory situations). The intent of this development and refinement of the prototype was to serve the double function of (1) assisting the participant to focus on his/her own level of relevant competencies, and (2) to provide insight into differing aspects of overall competencies needed. That is, each prototype contributed its part to the examination of a more comprehensive list of competencies.

The second larger activity (outside of developing a prototype, using the IDI system) was to develop a comprehensive list of competencies for the preparation of library media supervisors. The principal starting point for this activity was the list of competencies and functions included in BRAC (Behavioral Requirements Analysis Checklist, ALA, 1973). These were introduced during Stage II (January 1974) and part of the activity during Stage II was to make judgments about the applicability of the BRAC statements to the creation of a list of competencies for library media supervisors. An additional complication was the need to translate the various groupings of behaviors in BRAC to the five categories of library media supervisor's functions developed by the participants during Stage I (media services, instruction, research and design, school-community relations, management and supervision.)

Rightful pride in the creation of these five categories caused the participants to insist on carrying through on their model during all Stages of the Institute. This resulted in further discussion of inter-relationships of BRAC to their five categories, with the beneficial effects which come from self-analysis.

The organizing and planning during Stage II for the study of ERAC during the Interim between Stage II and Stage III was to come to fruition in Stage III. In addition to determining which behaviors in BRAC were relevant to the preparation of library media supervisors, the participants were to work with college personnel in attendance during Stage III (May 1974) to suggest learning experiences and locales needed to train library media supervisors to achieve the competencies identified.

How much of Objective #1 was accomplished? That is, were a program and guide for the preparation and certification of library media supervisors developed? The answer is a qualified yes and no.

Yes, a list of competencies has been developed, but not refined. Rather the list should be regarded as a beginning point. For example, there were a number of participants who were frustrated and irritated at the almost impossible task of doing a refined, scholarly production of guidelines, as called for. Part of the frustration was in the extensiveness of the items in BRAC (approximately 700), particularly placed in the frame of time constraints imposed by other Institute activities (to be commented on later). One participant said in the personal interview phase of gathering participant impressions during the final days of the Institute (May): referring to BRAC - "...I was very pleased when we started cutting (referring to eliminating items from BRAC during Stage III)...when I saw what major surgery had gone on, I was ready to stand up and cheer, 'that's right!'"

As a consequence of the complexities of trying to produce an ambitious, validated document as guidelines for the preparation of library media supervisors, what resulted was a partial effort, a beginning point, as mentioned above. It is the judgment of the evaluator, however, that all was not lost because participants, through the process of analyzing BRAC and its applicability, were forced to look at themselves and their own competencies more closely and to question which of the many items in BRAC were really unique to the supervisory function.

The problems of using BRAC were exemplary of a pervasive problem which came out again and again during all phases of the Institute. Both in producing the prototypes (to be reported on in more detail under Objective #3 farther on in this report) and in determining a master list of competencies for library media supervisors, there was too much required of participants, in too much detail, in too little time, when placed on top of full-time jobs at home.

The judgments of the six college faculty who joined the participants during Stage III (May) indicate further dimensions related to the Institute developing guidelines for preparing library media supervisors (see summary of college faculty reactions following on pages 49-50).

In response to the question of how useful the Institute was in "giving you insight into the problems of preparing library media personnel at institutions of higher education," 4 out of 6 respondents were toward the "very helpful" end of a six-point scale (very helpful - 1 on the scale - to not helpful - 6 on the scale).

As to the effectiveness of the Institute "to prepare library media supervisors to conceptualize their roles, duties and preparation," one college participant said the following: "...I think this was the primary most important good result achieved by the Institute. It forced the supervisors to analyze their work minutely, to clarify the relationships among the various aspects of their work, to sort out their goals, to recognize the problems and barriers to success that reside in their jobs - and many other similar things. This I felt was the most impressive part of the whole operation and one that was certainly largely achieved."

II-A-2 Redesign of Library Media preparation programs in participating institutions of higher education.

The accomplishment of this goal was proposed through participation of college personnel throughout the various stages of the Institute. Because of difficulties in recruiting college personnel who could be free to participate in all stages of the Institute, it was decided to involve them only during Stage III (May 1974). This very fact precluded any long term analysis of changes needed in preparation programs at colleges and universities. As a consequence, the achievement of this objective was limited to what could be suggested through two activities: (1) the formulation of suggestions for learning experiences and locales for training that grew out of the analysis of the items in BRAC, and the competencies suggested by the five-category model developed by the library media supervisors in attendance; and (2) the personal interaction of college personnel with other participants during Stage III (May 1974).

Three categories relating to preparation resulted from Stage III participant interactions, courses, activities, and content.

Under courses, only the less traditional types of courses are included in this report. Varying numbers of the library media supervisors in attendance felt, as a result of the 10-month experience, that they needed more formal course work in: educational administration and school law; management; sociology, psychology and anthropology; school finance; educational philosophy; research and evaluation techniques; counseling and psychoanalysis; and statistics.

Suggested activities to be incorporated in preparation programs included: role playing, simulation games; observations and visits; IDI workshops and other types of "systems" training; and internships.

Three areas of content in preparation programs which needed more emphasis were: knowledge of media design, uses, etc.; curriculum; and instructional design and instructional strategies.

As to the location for preparation, the consensus preferred a close alignment of on-campus and in-the-field activities.

A personal reaction of the evaluator is that much greater liaison needs to be developed between so-called librarian groups and media groups to determine areas of mutual and unique interests and expertise to build programs more mutually satisfactory and productive for all concerned. This could perhaps be the most productive next step in capitalizing upon those federally financed institutes which have been concerned with the preparation of library media personnel. (See also "Implications for Library Media Supervisory Preparation Programs" on pp. 15-18.)

II-A-3 Systematic production of a variety of competency-based inservice/ preservice prototypes for both building and supervisory level library media specialists.

This activity occupied the bulk of the time spent by the library media supervisors and staff during the Institute. It began during Stage I (summer 1973) with a great deal of concentration on the IDI system for developing prototypes. This system was to be used in preparing plans and materials for analysis during Stage II, to be "recycled", refined in the next interim, culminating in a completed project (and a promotion piece - slide - tape, etc.) by Stage III. Descriptive materials at other places in this report describe the nature of the projects carried out. The purpose of this narrative is to judge the success of the prototypes. It will be summarized in terms of responses of participants to Stages I, II and III, relating both to the IDI approach, the basic structure of the prototypes, and to the product itself which resulted from the IDI approach.

An analysis of Stage I (summer 1973) revealed the following comments (paraphrased for brevity) from the survey that follows on page 43.

1. 14 out of 18 felt they had acquired some "systems" skills, as required by IDI.
2. 11 out of 18 thought that a tentative draft model of a supervisory preparation program was achieved.
3. 10 out of 18 felt that the system technique didn't help prepare for their homework as well as they had wished.
4. While responses to Stage I were generally quite positive, with some expressions in superlatives, there were feelings of wheel-spinning, too much emphasis on the systems approach, too much input for too little time, too much grouping to accomplish tasks assigned.
5. Some felt that there was some confusion as to goals and directions.
6. Participants felt the staff were competent, helpful, friendly and well-organized. A great deal of camaraderie was developed.
7. While recognizing the pressures imposed by an Institute, a number voiced a need for more time to reflect on the great amount of input.

Stage II (January 1974) required a reporting on progress of the prototypes. This had been preceded by an Institute reporting session at the joint meeting between the Washington Association for Educational Communications and Technology and the Oregon Educational Media Association, Portland, Oregon in the Fall, 1973.

Prior to the Stage II sessions, the Institute staff had reviewed the prototypes and provided comments about areas for further development. Essentially, this was a critique of the first four of the nine functions required by the IDI model. Additional input was provided during the Stage II sessions to clarify and provide directions for Stages 5 through 9 of the IDI model.

Responses to a participant survey relating to Stage II follows on page 44.

A brief study of the responses show that while a large majority of the participants agreed about the worthwhileness of this systems approach (question #3), responses to questions 1 and 2 show some feelings of limited skills with the systems approach and some limited applications to everyday work.

Apparently the activities of Stage II helped participants to improve their prototypes and model for library media supervisor competencies. The greatest number felt that individual conferences and small group sessions were more useful than the more formal presentation sessions (see Review Work).

A number of representative quotations from participant comments reveal not only their mood, but the contributions of the Institute.

"We have had a good opportunity to communicate our problems; share our ideas and air our prejudices (and have them shot down); our problem giving rise to our feeling of frustration was the magnitude of the several tasks we were mandated to complete as our promise in signing up to attend the Institute. Giving us the narration format, promo and abstract outline has relieved the frustration as has the introduction of BRAC imperfect though it is. I've really enjoyed this session - the locale and food and lodging were great. More individual conferences during the day should be scheduled. Staff expertise and strength could be more fully utilized if interest groups could rotate in contact with staff members in several concurrent group sessions."

"I feel much better about this conference after having had a chance to digest, apply and evaluate the materials we had to work with in July. I think I know where I'm going and how I can get there. This session was more relaxed and the need to create tension to make a cohesive group was not evident."

"I'm looking forward to May. Our activities now are defined and directed in a flow. I think exciting and profitable. Thanks for lessening our schedule a bit - we made valuable use of our time in small 'interest group' discussions."

"I felt (as probably everyone did) that a 'heck of a lot' of energy and time was expended to arrive at the results - both participants and leaders ...At this point, my thinking is that a couple of brainstorming sessions

(between Aug. and Jan.) with part of the Institute group and one of the leaders would have eliminated much work, stress, etc....Too much creativeness is lost under the weight of paperwork, or the process for the sake of the process."

"...My frustration level was quite high when I arrived, but upon consultation with other participants I found that others had many of the same problems. Staff has been very helpful. I would have liked a little more opportunity to meet with individual staff on my prototype but this was My shortcoming, not that of the staff."

Stage III (May 1974) had the double goal of (1) culminating the prototypes and showing the promotional piece for the prototype developed between Stages II and III, and (2) preparing a competencies guideline for library media supervisors. The latter also included interacting with six college personnel on program content and activities for the preparation of library media supervisors.

Related to the success of participants in developing their prototypes (objective #3) the following is excerpted from four evaluation documents, (1) interviews, (2) responses to a comprehensive form asking participants to assess their own competencies and related effects of the Institute, (3) responses to three general questions about Institute goals, plans for the future and (4) participants' own evaluation of their prototypes.

There were nine returns on the self-evaluation form (summarized on the forms that follow). It is apparent from the data on the IDI functions in the prototype that there was more success in completing Functions I, (Identify Problem), II (Analyze Setting) and VI (Construct Prototypes) than Functions III, IV, V, VII, VIII, and IX. Most difficulty seemed to occur in testing out the prototypes, analyzing results, and in implementing and recycling the plan. Two explanations for this lack of complete success emerged from participant comments and responses to questionnaires. One has to do with the competition for time between the requirements of each participant's job and demands of the prototype. The other is revealed in those responses about the prototype in the self-analysis form which indicate lack of completion or less than success in those categories where the participant was less knowledgeable and skilled. Minimal success resulted particularly from (1) lack of necessary materials to support prototype activities at the home base, (2) inability to test prototypes, (3) inability to analyze results, and (4) the impossibility to recycle and implement (Function IX) because many projects could not be completed. Some complained in the latter case that there was unreality in requiring completion of all Functions when time and circumstances didn't permit completion.

Some difficulty was also encountered because the systems approach wasn't "...my style of working" and because the IDI approach didn't fit the home circumstances adequately. On the other hand, every participant expressed the personal value of working through a systems approach. A number were applying its techniques to the solution of home problems and most were better prepared to analyze problems and to approach their solutions in a systematic fashion.

The data relating Institute experiences to the improvement of participant competencies corroborates the comments above. Greatest improvement (see summary that follows) was achieved in management skills, program

development, program evaluation, instructional systems application, professional leadership, personal growth, research and design. Least improvement was in the areas of budget and finance management, some areas of instruction, and library and management functions related to media.

Acceptance of these negative responses have to be tempered, however, by the fact that most participants felt they already had these competencies when they first began the Institute.

The areas of improvement were the result primarily of the instructional systems approach, the prototype experiences, the small group and staff-participant interactions. Least was contributed by formal presentations and consultants. The latter supports what is already known, i.e., participating, personal, goal-oriented activities are most conducive to intrinsic motivation and personal rewards and productivity.

Interview transcripts provided the following excerpts relating to the prototypes.

"...I think the IDI model has helped modify my behavior,...and it's also made me aware of the fact that I'm not nearly as much of a systems man as I thought I might sometime become....Raised my sights to a lot of vistas I wouldn't have seen before... I've benefited from it and I'm very positive toward the whole thing."

"I felt that the main concern (January) was for us to write a glowing paper on the nine steps of the IDI system to turn in. And of course the nine steps of the IDI system in glowing form was the least of my worries because I had a prototype that I was developing. That I felt was much more important than going down and trying to identify everything to those nine steps. I was concerned about getting the prototype done using those nine steps...I think it has been very helpful to me to get in and work in a systems approach to development of programs."

"...well so far as the prototype is concerned I achieved my objectives and I do feel good...but to myself I didn't do what I wanted to do along the way or what I told myself I would do."

"One positive, and again it's probably my gaining of a competency, is working with other members of our staff, the curriculum specialist in particular, who now refuses to take on a curriculum project where we're going in and working with the staff in curriculum development, showing them ways, giving them ideas, not making decisions for them...He insists that I be involved or he will not take the project himself."

"I could never accept this particular systems approach in its entirety. I think there are some very good parts of it, the need to sit down and figure out where am I? where do I want to go? and how am I going to get there? This particular one with 9 parts, you know I've been dragging my heels for almost a year now...I was very pleased when we started cutting BRAC...We've had a really good feeling. I've enjoyed it. I think we are overprogrammed, and we are overpapered. Think of all the trees we could have spared. There has been entirely too much stuff to digest, and not enough time in which to do it."

"Then...I think that if any of the people in Washington, DC that are going to be looking over this evaluation, if they were to have the money and opportunity to visit any one of us in our districts I think that they could personally review the written project of what we have done, and visit and interview people that have been in contact with us and working with us, working for us, and through their enthusiasm and so forth I think they would feel quite satisfied that we had gained from this experience. I don't think there'd be any question...I've enjoyed it. And I feel personally I've grown a great deal...background this system did not perhaps do as much for me as it did for many."

"And I think that it is important in any effort of professional people that we always know or have a very good idea of where we are going...I had never actually gone through systems instruction. And I have found that has been very helpful to me, but I'll have to admit that sometimes I personally had lost a sense of direction in tying the systems and the competencies together."

"The Institute was very worthwhile...I think that even though a lot of us felt differently about the IDI system, I think essentially everybody is taking back with them a system and they're saying, even if they say it didn't really fit in with what they're doing, that they have another tool for helping them solve problems a systematic way."

"...I perhaps will leave the Institute at a level no higher than some of the people entered. But for me the opportunity to participate in this has meant a significant growth I think in my abilities and what will happen for my district...as uncomfortable as I am with the IDI system, it works, and it has made it possible for us to do things. We do a lot less talking and a lot more doing."

The evaluator's general conclusion about Objective #3, prototype development, is that the prototype experience was worthwhile and most participants spent the necessary effort to proceed as far as time and circumstances permitted. On the other hand, the high priority given to the prototype undoubtedly minimized the successful completion of guidelines for library media supervisors. If one can accept the growth of participants in their own competency levels, then one might judge the Institute as a success.

II-A-4 Determination of differences in preparation programs for library media personnel serving children and teachers in rural and remote areas and/or working with disadvantaged or minority groups.

This objective was dealt with less directly than other objectives. In fact, this objective was assumed to have been met two ways, (1) the upgrading of conference participants who do now or anticipate working in such circumstances (a few of the participants did come from such areas); and (2), it was generally concluded that preparation programs fundamentally applied to all settings. Other than these conclusions, nothing specifically was done related to this objective.

II-A-5 Provision of competent personnel to conduct inservice programs for rural and remote school districts that are without qualified library media personnel.

It was assumed that this objective was met by the simple fact of improved competencies of Institute participants. Time did not permit addressing this question during Stage III, when college personnel were present.

Achievement of Competencies by Participants

The achievement of competencies by participants listed in the Abridged Plan and quoted verbatim at the beginning of this section on evaluation were generally met for the library media supervisor participants, accepting the qualifications indicated on the previous pages.

College level participants were not involved long enough to do more than react to the prototypes, promos, and competency lists. No formal redesign of existing library media course into performance based programs was possible.

Evaluator's Overall Judgment of Institute

Viewed as a whole, several patterns stand out, stated succinctly as follows:

1. The IDI system and prototype were a useful experience for participants.
2. Emphasis on the IDI process and prototypes tended to obscure the objective of developing competency guidelines for library media supervisors. One of the library media participants stated the problem as follows:

"In retrospect it appears that the goals for this Institute were extremely ambitious considering the time available for such a task. Valuable as promo development and prototype work was, (1) the primary goal to devise a competency based certification program for Library/Media Supervisors got a bit out of focus in terms of time, energy and concern applied to the (1) promo, the (2) prototype, and the (3) IDI system. There was great value and for me considerable growth resulting from 1, 2, and 3, but I don't think we would have experienced some of our frustrations due to the 'falling short of Goal I achievement feeling' that I think we all had Thursday night, May 9."

One of the college participants also commented:

"This Institute should be carefully analyzed as a model. The original plan contained very valuable elements, but the time divisions, the lack of library educator participation from the beginning, the failure of the IDI system to become a tool rather than a barrier, and the need for time and continuity proved distracting and detrimental."

3. Planning and participation by staff was thorough and appreciated. The setting for Stages II and III was especially conducive to productivity and informality.
4. The "esprit de corps" developed was a strong influence in promoting honesty and objectivity.
5. While participants profited from the systems approach, they felt unprepared in areas of testing prototypes, evaluation and recycling. Participants also felt that too much previous knowledge of curriculum, research and instructional design was expected by the Institute staff.
6. The realities of job requirements at home precluded as complex an involvement in prototypes as was hoped for.
7. There appeared to be some "wheel-spinning" as a result of the conflicts between the BRAC model for competencies and the five category model developed by the participants. This caused some frustrations and confusion of objectives.
8. Suggestions by participants about future Institutes included:
 - a. More complete delineation of goals, expectations, tasks in Institute announcement. Some participants felt mislead.
 - b. Less insistence on one model (such as IDI) for solving problems.
 - c. Slower, more deliberate pace to profit from the digestion of input and reflective interaction among participants and staff.
 - d. Involve representatives of participant groups in the planning phases of the Institute.
 - e. Pay participants who already have considerable expertise stipends commensurate with Institute requirements.
 - f. Screen applicants very carefully to get an even distribution of talent and experience in order to minimize time spent on prerequisite content and skills.

EVALUATION OF INSIDE-OUTSIDE EVALUATOR'S ROLE

From my personal experience this past academic year as inside-outside evaluator, there are several comments which might be useful to others who may assume a similar function in future institutes.

If the inside-outside role is to be most useful, provisions should be made early in proposal writing stages to anticipate such a person. This is not to suggest that the evaluator should make an imprint upon the original proposal in terms of approval or disapproval, but that a free and open discussion with proposal writers may provide insights and conceptualizations, which may improve both program content and procedures, as well as provisions for evaluation from the beginning. As noted earlier in this large section on evaluation, my entry into the Institute was after the fact. A determination that such a role as inside-outside evaluator would be a useful approach to evaluation did not crystallize until after Stage I (summer 1973).

As far as delineation of duties between project directors and an evaluator is concerned, it appears to me that a useful relationship would be one in which the evaluator would be free to voice his judgments about program directions, procedures, and so on, but would not have any authority to institute such changes. His may be a role of persuasion, advice, consultation, with project directors making the choice to heed or not to heed the advice given. Thus, the evaluator could be a free agent, not responsible for the directions and outcomes but responsible only to report what was occurring. The evaluator should be given authority, however, to use any forms of measurement and evaluation deemed necessary to judge the accomplishment of project objectives.

As tends to be the case in most contractual relationships between USOE and educational agencies, unforeseen circumstances, changes in project conditions and among personnel, may preclude exact fulfillment of contract obligations. Adjustments recommended to USOE to capture maximum values in the project should be the combined efforts of project staff and the evaluator. It may be that evaluators could serve the liaison role with USOE to act as the agent for approving changes, although this authority could jeopardize the free-agent relationship needed for objective evaluation.

In spite of the potential pro-project biases which an inside-outside evaluator could succumb to because of long and close association with project personnel, it appears to me that this kind of evaluation is more useful than the one-shot visit. In the latter case, the evaluator generally has no opportunity to assess the fundamental progress and feelings which may be obscured by a flashy facade that some project directors can generate for the visitor.

If USOE is serious about an inside-outside evaluator who has long-term commitment and involvement with an institute or project, I would recommend the establishment of uniform criteria and evaluation

techniques that would be applicable to a variety of projects. In this way, USOE could standardize its data collection and could begin to build definitive data that relate funding input to project output.

Having observed USOE from the inside for fifteen months with programmatic responsibilities (1963-64), I would see the inside-outside evaluator role expanded to overcome the one shot evaluations that have been characteristic of some government projects. Why not build a core of inside-outside evaluators who could provide some continuity of expertise in a region? That is, have an individual evaluator become involved successively in a number of projects where the carry-through of expertise from project to project becomes a way to refine the functions of an inside-outside evaluator.

Ending on a personal note, the opportunity to serve both inside and outside a project has been useful in several ways. The continuity and close associations have provided insights which hopefully have made a more complete, humane evaluation possible. Having seen the problems inside, one is in a better position to relate the "reality" of the work-a-day world to the broader more esoteric goals which are sometimes hard to translate into reality. An enduring value has been the chance to establish deeper friendships with professional colleagues.

School Library Media Supervisors Institute

Participant Survey #1

Stage I, July 26 - August 3, 1973

1. The following were identified as the specific objectives for Stage I of the Institute. To what degree was each objective met? (Circle appropriate number with #1 as the highest and #5 as the lowest)

1. Acquire use of systems skills 1 (4) 2 (10) 3 (3) 4 (1) 5 - *

2. Produce tentative draft model of supervisory preparation program 1 (6) 2 (5) 3 (3) 4 (3) 5 (1)

3. Use system to rough draft plan for improving competencies of "at home" target group. 1 (2) 2 (6) 3 (9) 4 (1) 5 -

If one or more of these objectives was not fulfilled or fulfilled to a small degree only, please comment:

2. Various groupings and tasks were planned to help facilitate the attainment of the objectives.

How effective were they: 1 (1) 2 (1) 3 (3) 4 (3) 5 (1)

Comments:

3. How well have factors such as materials, staff, interaction of participants, etc., contributed to the design of your prototype project?

1 (7) 2 (6) 3 (2) 4 (1) 5 (1)

Comments:

4. How do you feel about the Stage I session as a whole?

5. Make other comments you desire concerning any aspect of Stage I operations.

* Number of total vote in ()

School Library Media Supervisors Institute

Participant Survey #2

Stage II, January 16-18, 1974

Please respond to the first four questions by circling the appropriate number with #1 as the highest and #6 as lowest.

1. Extent to which you feel your ability to apply the systems skills in Function 1-4 has improved since Stage I of the Institute. 1 (2) 2 (4) 3 (7) 4 (3) 5 - 6 -
2. Extent to which you have applied the systematic approach to your everyday work (outside of your prototype area) since Stage I. 1 (1) 2 (5) 3 (7) 4 (2) 5 - 6 (1)
3. Degree of your feelings of the worthwhileness of this systems approach. 1 (8) 2 (4) 3 (2) 4 (1) 5 - 6 (1)
4. Extent to which you feel this session has contributed to your understanding of the two major thrusts of the Institute.
 - a. Development of your own prototype. 1 (4) 2 (7) 3 (1) 4 (1) 5 (2) 6 (1)
 - b. Model of library media supervisory competencies 1 (-) 2 (5) 3 (4) 4 (3) 5 (4) 6 -
5. Which program aspects of this Stage II session were most helpful to you?

<u>Categorical grouping of comments</u>	<u>Number of comments</u>
Individual conferences with staff	10
Small team sessions and practice work	5
Review work	
First 4 functions	2
Prototypes	1
TPO - EO objectives	4
Learning domains	3
Evaluation techniques	1
BRAC session	1
Lodging, food, location	6

6. Comments, suggestions, problems, ideas, FEELINGS

* Number of total vote in ()

May 10, 1974

If your competency was improved (Section II), rate three top items affecting your performance. (Enter a 3 under the top item; a 2 in the next important item; a 1 in the 3rd most important.)

[illegible]

III

If your competency was improved (Section II), rate three top items affecting your performance. (Enter a 3 under the top item; a 2 in the next important item; a 1 in the 3rd most important.)

Role and Function Competency	I		II					Instruction in Systems	Like-group Interactions	Individual Projects	Staff-Partic. Discussions	Consultant Presentations	Individual Reporting	Self-Evaluation Materials
	I had this Competency Prior to the Institute		Extent Competency Improved by Institute											
	Yes	No	Improved	Not Improved	3	4	5							
Media														
1. Selection & Evaluation function	13		2	2	3	4								
2. Acquisition function	13		5	1	5	1								
3. Organization function	13		5	1	4	2								
4. Storage and retrieval function	13		7	1	4									
5. Circulation function	13		7	1	4									
6. Maintenance function	13		6		4	1								
7. Utilization function	13		4	1	4	2								
8. Production function	10	3	2	4	4	1	1							
Professionalism														
1. School & community relation function	12		3	4	4	2								
2. Professional leadership function	12		2	1	5	5								
3. Personal growth function	11		1	2	3	4	2							
Research, Design and Evaluation														
1. Curricular & instructional design func.	8	3		3	4	3	2							
2. Media & facilities design function	11	1	3	1	1	4	2							
3. Research function	10	2	2		3	4	1							
4. Research application function	10	2	1	2	2	4	1							
5. Evaluation function	9	2		2	1	7	1							

See Statistics of

Summary

on Page 3

See Statistics of Summary on page 3

III

If your competency was improved (Sec. II), rate three top items affecting your performance. (Enter a 3 under top item; a 2 in next most important; a 1 in 3rd most important.)

Management & Supervision

1. Overall management function
2. Personnel mangmnt. function
3. Budget & finances mgmt. func.
4. Office management function
5. Policy & procedure formulation function
6. Program development function
7. Program evaluation function
8. Human relations function

Instruction

1. Inservice education function
2. Curriculum planning function
3. Student media skills development function
4. Instructional systems application function

Media

1. Selection & evaluation func.
2. Acquisition function
3. Organization function
4. Storage & retrieval function
5. Circulation function
6. Maintenance function
7. Utilization function
8. Production function

Professionalism

1. School and community relations function
2. Professional leadership function
3. Personal growth function

Research, Design & Evaluation

1. Curricular & instructional design function
2. Media & facilities design function
3. Research function
4. Research application func.
5. Evaluation function

	Instruction in Systems			Like-group Interactions			Individual Projects			Staff-Partici. Discussions			Consultant Presentations			Individual Reporting			Self-Evaluation Materials		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1. Overall management function		4	6	3	1	1		4	4	5	2		1			1			1		1
2. Personnel mangmnt. function	1		5		2	2		4	1	4	2	1	2						2	1	
3. Budget & finances mgmt. func.	1	1			1			3		1	1	1							1		
4. Office management function		2	5				1	1	1	2	1					1				2	
5. Policy & procedure formulation function			1	5	3	1	1	1	3	1	1	2	1			1	1			1	
6. Program development function		2	7	2	2		2	4	1	2	1	1	2		1	1				1	
7. Program evaluation function	1		7	2	1		1	5		2	1		1	2					2		1
8. Human relations function		1	3	1	2	4	1	3		2	3								2		
1. Inservice education function	2	1	3	2			1	3	3	1	2	2	1							1	
2. Curriculum planning function		1	3		1		2	2	2	2	1		2								
3. Student media skills development function	1		1				2	1	3					1		1					
4. Instructional systems application function				1	1	2	2		3	6		4	1		2					1	
1. Selection & evaluation func.		3					1	3	2	2	2		2						1		
2. Acquisition function		2						1	1	1											
3. Organization function		2	1					1	1	1			1			1	1				
4. Storage & retrieval function							1		1				1					1			
5. Circulation function							1		1				1								
6. Maintenance function		1					1	1	1	1			1								
7. Utilization function	1	1	1		1		1	1	1	1			1		1		1				
8. Production function	1		3	1	1		1	3	2	2	1		2		1		1				
1. School and community relations function	2		1		1				3	1	1			1						1	
2. Professional leadership function	4	1			3				4		1	4	2	1					2		
3. Personal growth function	3		2		5	2		2	1	2	2	3	1						1		1
1. Curricular & instructional design function		2	2	4	1	1	2	1	3	3	4	1	1	2							
2. Media & facilities design function			2	4			2		2		2	1		2			1			1	
3. Research function			1	5	2		2	2	2	1	3	1		1							
4. Research application func.	1	4	4	1			2	2	2	2	3			1	1		1				
5. Evaluation function	1	2	8	3	2		3	3	1	2	2		1		1				2	1	2

School Library Media Supervisors Institute

Participant Survey #3

Please write on the following questions:

1. The purposes of the final report to USOE concerning this Institute are two fold. One is to document the goals of the Institute and the extent to which the goals were fulfilled. The other purpose is to offer advice which may be of use in the improvement of future Institutes.

In relation to the latter goal, what suggestions of a general nature can you offer that may be useful to planners of Institutes?

2. The associations among people and the studies related to Institutes usually result in more for the participants and staff than "meets the eye." That is, there are changes that occur in people which may have been an unintended or gratuitous result of the Institute (e.g. 2+2=5 instead of 4).

If this situation applies to this Institute, please elaborate as this condition has related to you and how (in your observations) it has related to others (staff and participants).

3. Considering the purpose of the Institute to develop competencies for Library Media Supervisors, would you have added anything to the content or activities of the Institute to enhance the achievement of the purpose stated above? If yes, please elaborate.

School Library Media Supervisors Institute

Participant Survey #4

Addressed to the college and university participants and based on the
May 6-10, 1974 Institute Session

Please respond to the following questions:

1. How useful in your opinion was the Institute in:

a. Giving you insights into the problems of preparing library media personnel at institutions of higher education?

Very Helpful

(Please circle)

Not Helpful

1 (2) 2 (2) 3 (1) 4 - 5 (1) 6 - *

Please specify insights gained:

b. Identifying areas for re-assessing the preparation of library media supervisors?

Very Helpful

(Please circle)

Not Helpful

1 (1) 2 (2) 3 (2) 4 (1) 5 - 6 -

Please identify the areas:

c. Preparing library media supervisors to conceptualize their roles, duties and preparation?

Very Helpful

(Please circle)

Not Helpful

1 (3) 2 (2) 3 (1) 4 - 5 - 6 -

Please explain briefly:

* Number of total vote in ()

Cont. on page 2

- 2 -

2. Please react to the Institute format and activities as these supported or detracted from:
 - a. Your personal participation
 - b. Your professional development
 - c. Your interaction with other participants
 - (1) library media supervisors
 - (2) college and university personnel
3. Please comment on the individual projects produced by the supervisor participants based on their written abstracts and "promo" presentations, in terms of:
 - a. The effective application of the system
 - b. Your perception of the usefulness of the project to the project originator and to you personally.
4. Comments, suggestions, reactions?

SELF-EVALUATION SUMMARY OF PROTOTYPE PROJECT

Title of Project _____

Participant's Name _____

Task Completed				Comments
YES	Quality			
	-	✓	+	NO

FUNCTION 1

Identify Problem

Assess Needs	9		3	1	
Establish Priorities	9		1	3	
State Problem	8	1	2	2	

FUNCTION 2

Analyze Setting

Audience	8	1	3	1	
Conditions	6	1	4	1	
Relevant Resources	6	1	5		

FUNCTION 3

Organize Management

Tasks	4	1	5	2	
Responsibilities	4	1	5	2	
Timelines	4	1	3	3	1

FUNCTION 4

Identify Objectives

Terminal	4	4	3	1	
Enabling	4	4	2	1	1

FUNCTION 5

Specify Methods

Specify Instructional Strategies	4	3	3	1	
Media Selected to Implement Each Instructional Strategy	4	1	3	1	1

FUNCTION 6

Construct Prototypes

Evaluation Design	4	2	4	1	
Review of Evaluation Design	3	2	3		1
Instructional Materials: Collection Development	5	3	1	2	
Construct/Assemble	5	2	2	2	
Try Out Procedures	5		2	1	2

Task Completed					Comments
YES	Quality			NO	
	-	✓	+		

FUNCTION 7

Test Prototypes

Carry Out Evaluation As Planned	4		3	1	2	
Tabulate and Process Evaluation Data	3	1	3	1	2	

FUNCTION 8

Analyze Results

Objectives/Outcomes	3	2	4		1	
Results Desired	5	1	2	1	1	
Results Obtained	2	2	3		1	
Method Planned	3	4	2		1	
Method Used	5	1	3		1	
Unusual Condition		2	2		2	
Compare results obtained with results desired	2	2	1		1	

FUNCTION 9

Implement/Recycle

Indicate kinds of Revisions Necessary	4		2	1	1	
Decide -Recycle/ Implement	3		2	1	2	
Basis for this Decision	2		1		2	

Brief overall assessment of the application and use of the system in developing your project:

IV. CONCLUSIONS

STRENGTHS AND WEAKNESSES OF THE INSTITUTE.

Major strengths and weaknesses of the Institute are outlined in more detail by the evaluator in the section on Evaluation. The additional ones that follow were identified by the Director and Associate Director:

Strengths

1. Recognition of the value of a systematic approach to the responsibilities of a library media supervisor must be counted as a major asset. Many participants indicated that as the Institute progressed they were able to apply their knowledge to more effective implementation of library media programs.
2. Another major strength was participant recognition of the basic managerial role of supervisors, and the consequent need for more formal training in this area. When analysis of the Management and Supervision role had been completed, it was recognized that there was need for preservice preparation in this area rather than time-consuming on-the-job training.
3. Emphasis on the emerging role of the library media supervisor enabled both supervisory participants and library media educators to look beyond the horizons and problems of everyday work, and open wider vistas for both. Recognizing the gap between the actuality of today and the promise of tomorrow should lead to higher standards of preparation for library media supervisors and more complete and ideal library media programs at the district and multi-district level.
4. The inside-outside evaluator has provided an objective evaluation of this Institute based on several evaluative surveys developed by him and by other staff members. The value of this type of evaluator and evaluation over the on-the-spot evaluator is a recognized strength.
5. The camaraderie, the friendships, the fine working relationships among the participants, as well as their conscientious and dedicated efforts must be considered strengths of this Institute. Likewise, every member of the staff (called by one participant, "a tremendous staff.") gave an unbelievable amount of time and effort which were reflected in the planning of the sessions, developing materials, evaluation, etc.
6. Strengths were noted regarding the media and facilities. Materials (both print and nonprint) and equipment were available in quantity for use during all three sessions (as one participant said, "A wealth of materials."). The books and articles comprised a circulating library for participants and staff. The Lake Wilderness Continuing Education Center provided a beautiful setting, outstanding housing accommodations with truly gourmet meals, and comfortable and adequate facilities for work groups.
7. A slide-tape production based on the Institute as a whole - its program, activities, accomplishments, etc. - has been prepared as a mediated package to be used in support of this final report and is unique in institute reporting.

Weaknesses

1. The major weakness of the Institute program was based on the selection of objectives that were too broad in relation to the amount of actual instructional time available with the participants. The expectation that participants would utilize their skills in applying the system to not only the Institute projects, but to simplify their at-home responsibilities, was unrealistic in that participants could not acquire sufficient expertise in synthesizing application of the system in the time allotted.
2. Another major weakness was the under-estimation of the difficulty for participants in attending three separate stages of the Institute. Although necessary to the design of the program, changing conditions in the home districts of the participants presented difficulties for the supervisors in leaving their jobs three separate times during the year. There were sixteen, of the initial eighteen, however, who attended the Stage II session, and thirteen, the Stage III one.
3. Late funding was responsible for another major weakness; the inability of the library media educators to participate in Stages I and II, with the lack of their input from the beginning, meant that the training implications were necessarily given short shrift until the final Stage.
4. The evaluator has indicated his not being involved to any extent in the Stage I session and this is reflected in the brief evaluation of this first period as compared with that of the other two Stages. He has pointed out rightly the need for earlier planning with the evaluator even in developing the original proposal, all of which would have been accomplished had the role of the inside-outside evaluator been introduced earlier to the staff.
5. The amount of time spent on instruction of a systems approach and the acquiring of systems skills left little time for staff counseling on individual projects during the Stage I period. The tentative application of the IDI system to the development of identified individual projects at the outset would have been helpful to the participants, and there would have been fewer managerial projects and more instructional inservice projects as requested.

SUMMARY

Although this particular Institute has come to an end, hopefully the impact will be felt in various geographical areas in the country now and for some time to come. The program had many strengths and a few problems which might have been anticipated had not the first session followed almost immediately upon the final approval by the USOE. The success or failure of the program as it related to each individual cannot be assessed with accuracy at this time. Most responses were positive and favorable (except for the burden of work and requirements in a short period of time.) The real impact of the systems approach, the recycling of prototypes and their evaluation may be better assessed during the coming school year. A follow-up conference or reporting of some type is needed to verify and supplement the results of the participant surveys taken during the Institute.

Other types of conferences are in initial planning stages. For example, the Washington State Office of Public Instruction Director and Supervisor of Learning Resources have a two-day conference planned for school library media supervisors in September 1974. Supervisors will study this report and, hopefully, a state committee will be formed to draft specifics for certification of supervisors. The WAECT-WSASL Joint Committee on Certification will be provided with copies for study on the implications for certification of both building and district library media personnel. The representatives from seven college and university library media education programs in this state planned at the Stage III session for a conference during the 1974-75 academic year in order to study the overall implications for the library media preparation programs in institutions of higher education, looking toward a redesigning of these programs.

So it is that the work of the participants and staff of this Institute is only a beginning in future certification and preparation of library media specialists at both the building and district levels. It is recommended that a follow-up Institute be proposed to carry on to take a look at the competencies, evaluative criteria, and methods of evaluation at the point where the first one ended.

Yes, it was worth every one's effort. Many learning activities took place in developing new skills or improving the level of skills already acquired; reactions were more positive than negative; a contribution has been made to the profession with a document that should provide direction to others in certification and preparation programs.

One student commented, "It has been a very worthwhile experience. It has helped me think in terms of a more systematic approach in attacking problems." This particular IDI system may be proved to be a very good one and then perhaps the majority of participants will agree with Charley Brown when he said, "The rain falls on the just and the unjust," eliciting the reply, "That's a good system." One participant wrote, "Thanks to every member of the staff." To which the directors add, "Thanks to every one of the participants, too."

SCHOOL LIBRARY MEDIA SUPERVISOR COMPETENCIES:

A Cyclic Design for Development

July 26 - August 3, 1973 (Stage I)
January 16 - 18, 1974 (Stage II)
May 6 - 10, 1974 (Stage III)

University of Washington
School of Librarianship
Seattle, Washington 98195

An Institute for Training in Librarianship conducted under a grant from the U. S. Office of Education, Title II, Part B, Higher Education Act of 1965 P. L. 89-329, as amended.

APPENDIX A

SCHOOL LIBRARY MEDIA SUPERVISOR COMPETENCIES:

A Cyclic Design for Development

This Institute, planned by the School of Librarianship, University of Washington, in conjunction with the Washington State Office of Public Instruction, proposes to assist a selected group of eighteen school library media supervisors to identify systematically the essential competencies for their role and to interact with a group of nine instructors teaching in library media education in institutions of higher learning. The institute program will be conducted in three stages with responsibility by the participants for the development and redesign of prototypes at the local level during two interim periods. It is planned to contribute, in the specialized area of school library media personnel at the supervisory level, to the new competency based teacher certification program in Washington, and in neighboring states of Oregon, Hawaii and Alaska.

OBJECTIVES

The Institute is designed for school library media supervisory personnel and for instructors in library media education programs in colleges and universities, in order to upgrade personnel and to redesign preparation programs. Overall objectives are:

1. Production of a competency-based program and guide for the preparation and certification of library media supervisors.
2. Study directed to the redesign of library media preparation programs in participating institutions of higher education.
3. Systematic production of a variety of competency-based inservice preservice prototypes for both building and supervisory level library media specialists.
4. Analysis of special preparation programs for library media personnel serving children and teachers in disadvantaged or minority groups, in rural and remote areas, and in urban centers.
5. Provision of competent personnel to conduct inservice programs for rural and remote school districts that are without qualified library media personnel.

CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

A total of twenty-seven participants will be selected with eligibility based on the following:

1. A master's degree or equivalent in librarianship or media.
2. Evidence of commitment on the part of the participant's immediate superior to provide support and assistance during the two interim periods of the Institute.
3. Evidence of commitment by the candidates to participate in all three stages of the institute program.

The eighteen participants in supervisory positions at the school district, intermediate district or state level must have the following qualifications in addition:

1. A current and valid teaching certificate in one of the four states.
2. At least one year's experience as a supervisor.
3. Current and projected continuing assignment as a library media supervisor.

The nine participants who are instructors in college or university library media education programs must have the following qualifications in addition:

1. Current assignment as teaching faculty in a school library media education program in a public or private institution of higher education.
2. A minimum of two years of experience as an instructor in library media.
3. Evidence of commitment to work with related schools or departments in their respective institutions.

Although candidates will be considered from Oregon, Hawaii and Alaska, at least one half of the participants must be from Washington State.

PROGRAM

The three stages of the institute program will be concerned with definition, development, and evaluation-redesign respectively. The major task of Stage I will be to acquire use of systems skills to develop competency-based inservice and preservice prototypes for selected groups; of Stage II, to evaluate the individual prototypes that have been developed at the local level during Interim I, and to plan for redesign based on self, institute staff and outside evaluation; of Stage III, to present individual prototypes that have been redesigned during

Interim II, and to use systems skills to plan a program for statewide certification of supervisors of library media.

Participants will meet in group sessions under the leadership of skilled consultants, and will work in teams in developing competencies and plans for the prototypes. Staff members will assist with various aspects of the program; materials, equipment and laboratory assistants will be available throughout each institute session. School Library media supervisors and the instructors in library media education programs will be given the opportunity of interacting in team activities.

Regular sessions are planned for 9:00-5:00 on weekdays of the three periods of the Institute, with small group work meetings during the evening as needed for planning or for use of the laboratory equipment.

CREDIT

Participants have the option of receiving six extension credits from the University of Washington upon completion of the requirements of the three stages of the Institute program.

STIPENDS AND EXPENSES

Participants shall be eligible to receive stipends of \$60.00 per week, or \$12.00 per day, whichever adheres, plus \$15.00 per week for each dependent. Although participants are exempt from payment of tuition, they are responsible for the cost of room and board, travel, books, and any other expenses they may incur.

FACILITIES

The site of Stage I will be the University of Washington campus. Participants will be housed in Haggett Hall, a modern coeducational dormitory located on the campus. Classes will be held in easily accessible classroom buildings. Audiovisual equipment and laboratory assistants will be provided by the campus Audiovisual Services Center. Stages II and III will take place at the Lake Wilderness Continuing Education Center, which is located at a distance of thirty-five miles southeast of Seattle and easily accessible from main highways in all directions. Here excellent meeting rooms and equipment are available, as well as attractive housing for all participants.

HOUSING

During Stage I (July 26- August 3, 1973), arrangements have been made for participants to live on the Campus in Haggett Hall at a cost per person of \$66.50 for a double room or \$84.50 for a single room. Included in this amount are three meals for each day, except two meals on Sunday. All participants will be expected to live in University housing except for the weekend period, when classes will not be held. During Stages II and III in January and May, 1974, participants will live at the Lake Wilderness Continuing Education Center. Rooms have twin beds, private bath, towels and bedding. The dining room is known for its superb cuisine. The cost for room and board and conference fees will amount to \$60.00 for the three-day session in January, and \$100.00 for the five-day session in May.

STAFF

Eleanor E. Ahlers, Director of the Institute, Professor, School of Librarianship, University of Washington.

Mrs. Jean Badten Wieman, Associate Director of the Institute, Supervisor of Learning Resources Services, State Office of Public Instruction, Olympia.

Dr. Leslie Blackwell, Associate Professor of Education, Western Washington State College, Bellingham.

CONSULTANTS AND LECTURERS

Mrs. Mary Frances K. Johnson, Associate Professor, School of Education, University of North Carolina at Greensboro, North Carolina.

Thomas Hannan, Director of Learning Resources Services, State Office of Public Instruction, Olympia.

Dr. Richard Hawk, Associate Professor, College of Education, University of Washington.

Dr. Gerald Torkelson, Professor, College of Education, University of Washington.

This Institute is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

CONTENTS OF APPENDIX B

Participants and Staff

Lists of Participants and Staff

Vitae of Staff, Faculty and Consultants

Statistics of Participants and Applications

INSTITUTE FOR SCHOOL LIBRARY MEDIA SUPERVISORS
University of Washington

"SCHOOL LIBRARY MEDIA SUPERVISOR COMPETENCIES"

Stage I July 26-August 3, 1973
Stage II January 16-18, 1974
Stage III May 6-10, 1974

Supervisor Participants

Home Address (and Dependents)

Mrs. Freddy Lou Barneberg
515 West Ballf Street
Roseburg, OR 97470
Dependents: 0

Mrs. May C. Chun
295 Ulua Street
Honolulu, HI 96821
Dependents: 3

Post-Institute:

Mr. Arthur E. Day
1810 - 234th Street SW
Bothell, WA 98011
Dependents: 4

Mr. Jerry Deats
1612 Edgecliff Circle
Bend, OR 97701
Dependents: 3

Mr. Ronald G. Dubuque
6226 - 87th Street NE
Marysville, WA 98270
Dependents: 2

Mr. John Edward Eko
1521 West 6th Street
Aberdeen, WA 98520
Dependents: 2

School Address

District Library Supervisor
Winston-Dillard Public Schools
Dillard, OR 97432

Director, School Libraries and
Instructional Materials Branch
Hawaii State Department of Education
4211 Waialae Avenue
Honolulu, HI 96816

State Librarian
Hawaii State Library System
Box 2360
Honolulu, HI 96804

Educational Media Services Director
Intermediate School District No. 110
100 Crockett Street
Seattle, WA 98109

Director,
Instructional Materials Center
Bend School District
Bend, OR 97701

Coordinator of Instructional Media
Intermediate School District 109
Snohomish County Courthouse
Everett, WA 98201

Instructional Materials Consultant
Aberdeen School District
216 North G Street
Aberdeen, WA 98520

**** Mrs. Thalia M. Geisler**
North 6005 Fleming
Spokane, WA 99208
Dependents: 1

Mrs. Grayce Hughes
631 South 8th Avenue
Hillsboro, OR 97123
Dependents: 0

**** Mr. Peyton Lieuallen**
591 Craven Street North
Monmouth, OR 97361
Dependents: 2

*** Mr. Don Lowry**
1720 West Eugene
Hood River, OR 97031
Dependents: 3

Mr. Walter J. McCormick
17331 - 36 West
Lynwood, WA 98036
Dependents: 6

Mr. Henry Maruoka
Route 3, Box 242
Chehalis, WA 98532
Dependents: 0

**** Mrs. Betty Jo Morse**
N.W. 225 Timothy
Pullman, WA 99163
Dependents: 0

Post Institute:

Miss Nancy Motomatsu
Route 14
Olympia, WA 98502
Dependents: 0

Mrs. Barbara J. Plucker
3418 Snohomish Avenue
Everett, WA 98201
Dependents: 2

Mr. John C. Rutherford
1260 Lorena Place
Wenatchee, WA 98801
Dependents: 3

*** Stage I only**
**** Stage I and II only**

Library Consultant
Spokane School District
West 825 Trent Avenue
Spokane, WA 99201

Director, Instructional Materials Center
Washington County Intermediate
Education District
Hillsboro, OR 97123

Director of Instructional Media
Polk Intermediate Education District
Dallas, OR 97338

Media Supervisor
Hood River County School District
Hood River, OR 97031

Assistant for Elementary Libraries
Seattle School District
2515 Boylston East
Seattle, WA 98102

Library/Media Supervisor
Chehalis School District
16th and Wilson
Chehalis, WA 98532

Director of Instructional Resources
Wenatchee School District
Wenatchee, WA 98801

Library Futures Planning Task Force
Washington State University
Pullman, WA 99163

Assoc. Supervisor of Learning Resources
Office of the Superintendent of
Public Instruction
Old Capitol Building
Olympia, WA 98504

Library Supervisor
Northshore School District #417
18315 Bothell Way Northeast
Bothell, WA 98011

Director of Instructional Media
Intermediate School District #167
Wenatchee, WA 98801

Mrs. Marilyn S. Scott
P. O. Box 4-190
Anchorage, AK 99509
Dependents: 2

Coordinator, Library Services
Anchorage Area Borough School District
670 Firewood Lane
Anchorage, AK 99503

Post Institute:

Director, Library Services
Same Address as above

** Miss J. Marilyn Wilkinson
2659 - 134th Avenue NE
Bellevue, WA 98005
Dependents: 0

Library Consultant
Intermediate School District #110
100 Crocket Street
Seattle, WA 98109

** Stage I and II only

Participants from Library Media Education

Stage III - May 6 - 10, 1974

Mrs. LaVerne Goman
11910 - 86th Avenue E.
Puyallup, WA 98371
Dependents: 0

Librarian and Coordinator
School of Education Resource Center
University of Puget Sound
Tacoma, WA 98416

Dr. Richard L. Hawk
9421 Crawford Drive
Edmonds, WA 98020
Dependents: 3

Associate Professor
College of Education
University of Washington
Seattle, WA 98195

Dr. Dorothy Hellene
318 S. W. State
Pullman, WA 99163
Dependents: 0

Assistant Professor
Department of Education
Washington State University
Pullman, WA 99163

Mr. Thomas K. Midgley
1612 - 5th Street
Cheney, WA 99004
Dependents: 4

Audio Visual Programs Advisor
Education Department
Eastern Washington State College
Cheney, WA 99004

Mrs. Helen D. Patton
712 East 6th Avenue
Ellensburg, WA 98926
Dependents: 0

Assistant Professor, Librarianship
Department of Education
Central Washington State College
Ellensburg, WA 98926

Dr. Diana L. Spirt
17 Wayaawi Avenue
Bayville, NY 11709
Dependents: 0

Professor
Palmer Graduate Library School
Long Island University
Greenvale, NY 11548

INSTITUTE FOR SCHOOL LIBRARY MEDIA SUPERVISORS

University of Washington

Staff

Miss Eleanor E. Ahlers, Director of the Institute
Professor, School of Librarianship
University of Washington
Seattle, WA 98195

Mrs. Jean Wieman, Associate Director of the Institute
Supervisor, Learning Resources Services
Office of the Superintendent of Public Instruction
Olympia, WA 98504

Dr. Leslie Plackwell
Associate Professor of Education
Western Washington State College
Bellingham, WA 98225

Consultants and Lecturers

Miss Dorothy Anderson
Program Coordinator, Leadership Training Institute
201 "Eye" Street, SW
Washington, DC 20024

Mr. Thomas Hannan
Director, Learning Resources Services
Office of the Superintendent of Public Instruction
Olympia, WA 98504

Dr. Richard Hawk
Associate Professor, College of Education
University of Washington
Seattle, WA 98195

Mrs. Mary Frances K. Johnson
Associate Professor, School of Education
University of North Carolina
Greensboro, NC 27412

Dr. Gerald Torkelson
Professor, College of Education
University of Washington
Seattle, WA 98195

Staff, Faculty and Consultants

Vitae

Staff

Director: Eleanor E. Ahlers, Professor, School of Librarianship, University of Washington, 1966-. B.A., University of Washington; B.S.L.S., University of Denver; M.A., University of Washington. Professional experience: high school librarian, in South Bend, Mt. Vernon and Everett, Washington; supervisor of school libraries (Everett); assistant professor, School of Education, University of Oregon, 1953-57; Executive Secretary, American Association of School Librarians, Chicago, 1957-61, and President of AASL, 1965-66; Washington State Supervisor of School Libraries, 1961-66.

Associate Director: Jean Badten Wieman, Supervisor of Learning Resources Services, Office of the State Superintendent of Public Instruction, Olympia, Washington, 1966-. B.A., Seattle Pacific College; M.L.S., University of Washington. Professional experience: elementary teacher, South Central Public Schools, 1954-58; junior high school librarian, Highline School District, 1958-62; supervisor of school libraries, Federal Way, Washington, 1962-66.

Faculty

Leslie Blackwell, Associate Professor, School of Education, Western Washington State College, 1970-. B.A., Washington State University; M.Ed., Ed.D., University of Washington. Professional experience: elementary teacher, Issaquah, Washington, 1955-66; lecturer and instructor, University of Washington, 1966-70.

Consultants

Dorothy Anderson, Program Coordinator, Leadership Training Institute, Washington, D.C. B.A., Seattle Pacific College; M.L.S., University of Washington. Professional experience: children's librarian, Seattle Public Library, 1958-62; professional assistant, Childrens and Young Adult Divisions, ALA, Chicago, 1963-64; library career consultant, Illinois State Library, Chicago, 1965-69; associate director, media services, Federal City College, Washington, DC, 1969-72.

Thomas Hannan, Director of Learning Resources, Office of the State Superintendent of Public Instruction, Olympia, Washington, 1967-. B.S., M.S., Western Washington State College. Professional experience: elementary school principal, Mossyrock, Washington; school district superintendent, Curtis, WA; Chief Deputy Superintendent of Schools, King County, Seattle, Washington.

Staff, Faculty and Consultants - Page 2

Richard Hawk, Associate Professor, College of Education, University of Washington, 1968-. B.A., and M.Ed., Western Washington State College; Ed.D., Washington State University. Professional experience: elementary teacher, Edmonds, Washington, 1952-56; Instructional Materials Coordinator, Edmonds School District, 1956-68.

Mary Frances K. Johnson, Associate Professor, Library Science, School of Education, University of North Carolina at Greensboro, 1962-. A.B., University of South Carolina; M.S.L., University of North Carolina. Professional experience: teacher-librarian, Winston-Salem, NC, 1949-50; elementary school librarian, Charlotte, NC, 1950-54; school library specialist, Baltimore, MD, 1954-56; Associate Supervisor, School Library Services, State Department of Public Instruction, Raleigh, NC, 1956-61; Director, ALA-AASL School Library Development Project, 1961-62.

Gerald Torkelson, Professor, College of Education, University of Washington, 1965-. B.S., Wisconsin State University; Ph.M., University of Wisconsin; Ed.D., Pennsylvania State University. Professional experience: high school teacher, Wisconsin, 1941-46; instructor, Drake University, College of Liberal Arts, 1946-49; Professor, College of Education, Pennsylvania State University, 1949-65. President, Association for Educational Communications and Technology, 1974-75.

General Information on Participants
(18 Supervisors and 6 Library Media Educators)

<u>Sex</u>		<u>Years of Teaching College or University (LME)</u>	
Male	- 11	1-4	- 1
Female	- 13	5-9	- 2
		10-14	- 2
		15-19	- 1
<u>Age</u>		<u>Years in School Library/Media Field (Supervisors)</u>	
25-34	- 5	1-4	- 1
35-44	- 7	5-9	- 13
45-54	- 7	10-14	- 4
55 or more	- 5		
<u>Highest Degree</u>		<u>Geographical Distribution</u>	
Bachelor's	- 5	Alaska	- 1
Master's	- 15	Hawaii	- 1
Doctor's	- 4	Oregon	- 5
		Washington	- 11 + 5 LME
		New York	- 1 (LME)
<u>Type of Supervisory Positions</u>			
State Level	- 2		
School District Level	- 10		
Intermediate District Level	- 6		

Application Statistics

	<u>Stages I & II</u>	<u>Stage III</u>
Approximate number of brochures mailed through mailing lists and group mailings	355	20
Number of individual requests from potential applicants to be sent brochure	3	5
Total Brochures mailed	358	25
Number of brochure forms returned requesting application forms	38	8
Sent application forms	36	
Sent rejection letter because out-of-area	2	
Number of completed applications returned	24	7
Number of applicants who were offered admission but declined	4	1
Number of selected applicants (participants)	18	6
Number of dependents claimed by participants	34	7

CONTENTS OF APPENDIX C

Abstracts of Participants' Prototypes

As the participants developed their projects in their job settings, they used the IDI system through all nine functions. Each one was asked to present three things in the final reporting:

1. A full report in writing
2. An abstract of the report
3. A "promo" or mediated production to be presented to the group at the Stage III session.

The abstracts of their reports are shown in this section.

INSTITUTE ON "SCHOOL LIBRARY MEDIA SUPERVISOR COMPETENCIES"
University of Washington

Abstracts of Participants' Prototypes

Title of Prototype: THE EMERGING PERIODICAL COLLECTION IN AN
ELEMENTARY SCHOOL LIBRARY/MEDIA CENTER

Name and Position: Freddy Lou Barneburg
of Participant: District Library Supervisor
Winston-Dillard Public Schools
Dillard, Oregon

Student periodicals are seldom used by students and/or teachers in the district's schools although numerous titles are available in the building library/media center, indexes are available, and library personnel have been instructed in their use.

Through the guidelines for problem solving available with use of the IDI system, data collected revealed a gap in organization which was elementary to the use of periodicals. After developing the pertinent procedures for selection, processing, circulation and storage, focus was placed upon aides to assume related functions. To extend the program to a program of use, however, it becomes necessary to elicit the services of a professional librarian or teacher.

The goal of this program is that of "implementation of a program specifically designed for students to utilize periodicals individually: (1) for research of information, (2) to achieve the incentive for further reading within a given interest area, (3) to develop reading skills through practice in reading, and (4) to gain knowledge of library skills obtained from individual use."

When the total program begins functioning, a plan of evaluation developed cooperatively between the district library supervisor, the principal, the library/media staff and teachers will function systematically under continuous review, and will be the ultimate responsibility of the building librarian.

ABSTRACT

Title of Prototype: A JOB DESCRIPTION FOR SCHOOL LIBRARIANS
IN HAWAII

Name and Position of Participant: May C. Chun, Director
School Libraries and Instructional Materials Branch
Hawaii State Department of Education
Honolulu, Hawaii

The objective of the prototype was to meet a need that has been evident for some time, but made more obvious and crucial with the recent advent of collective bargaining for government workers in Hawaii. Needed was an updated job description for school librarians. School librarians were questioning work assignments made by principals; principals were seeking more specific guidelines for school librarian responsibilities; and the unions were seeking clarification of what both parties could reasonably expect. Early in 1974 the Office of Personnel Services needed a job description to use in response to a State Legislative Auditor's report. The Office of Research and Planning was charged with the responsibility for:

1. Developing realistic and "implementable" staffing standards for all school level positions not covered (this included school librarians).
2. Identifying basic shortages and overages in school staffing.

It was as a member of a Task Force on Foundation Staffing that the job description for Hawaii school librarians was developed. The job description was developed as the first step towards the establishment of staffing standards and workload indicators needed for the justification of budget requests for additional positions. A representative of the task force testified at a State Legislature hearing on March 28, presenting the job description, the chart of workload indicators, and a justification for 39.5 additional school librarian positions (some of which would be assigned as second and third librarians in larger schools).

The job description was developed as guidelines for all persons working in the school library category; and it was intended to represent the work that needs to be done in any library. How and to what extent would depend upon staffing available in each situation. The job description should also serve as a guide for the development of individual job descriptions pertinent to the workload requirements for individual librarians.

The need for clerical, technical, and additional professional assistance in school libraries is apparent, if school librarians are to see that total media services are provided to students and teachers. Job descriptions for media specialists and a pool of clerical and technical

workers were developed by other members of the task force, as part of the overall study and proposal presented to the legislature.

The Instructional Development Institute system was not carried out in depth, but only referred to step-by-step throughout the project. On the job priorities and working under constraints and criteria established by leaders of the task force precluded greater reliance on the IDI system.

ABSTRACT

Title of Prototype: EVALUATION SKILLS TRAINING PACKAGE (ESTP)

Name and Position of Participants: Arthur E. Day, Director
Media Services, Intermediate School District #110
Seattle, Washington
and
John Rutherford, Director
Instructional Materials,
Intermediate School District #167
Wenatchee, Washington

The need for much better data to use in 16mm film acquisition prompted development of ESTP. Teachers and other educators are generally asked to record preview information and recommend purchase of films, but few educators have had any training in evaluation skills.

The goal of this project is to develop, test and validate a comprehensive training package in order to upgrade evaluation skills of educators. The package is designed to be managed by district library media specialists who will use a guide that clearly states procedures to be followed. Participants (or learners) will be teachers, building coordinators and others who wish to sharpen their ability to evaluate films.

ESTP is divided into 8 EPISODES with sub sections called EVENTS. During Episodes participants will:

- I. Answer questions on Pre-test.
 - II. Read Rationale, learn vocabulary and understand assumptions.
 - III. Develop competency to evaluate film content.
- Events
- (1) Select alternatives to film
 - (2) Identify potential obsolescence
 - (3) Recognize relevance to curriculum.

IV. Develop competency to evaluate technical aspects of films.

Events

- (1) Learn photographic techniques
- (2) Relate audio to visual images
- (3) Identify professionalism
- (4) Recognize editing techniques
- (5) Evaluate title
- (6) Critique Teachers Guide.

V. Practice evaluation skills. Activity #1

Events

- (1) Evaluate test film
- (2) Compare data to ESTP data
- (3) Review Event(s) where deficiencies are evident

Note: If your score is 90 or above go to Episode VIII.

VI. Practice evaluation skills. Activity #2.

Repeat all Events in Episode V (if score is 89 or less).

VII. Practice evaluation skills. Activity #3

Repeat (if necessary) Episodes V and VI using different films.

VIII. Answer question on post test.

This Evaluation Skills Training Package will eventually be developed into a self instructional package, but during the extensive field testing phase will be presented by members of the development team in workshop format.

The overall objective of this prototype is for participants to demonstrate a 90% level of competency in their knowledge of significant elements of 16mm film evaluation as measured during Episode VIII of ESTP.

While this program is delimited to evaluation of 16mm film, it is recognized that technical and programatic evaluation skills are generally applicable to most other media formats.

ABSTRACT

Title of Prototype: POLICY FOR SELECTION AND EVALUATION OF
INSTRUCTIONAL MATERIALS AND EQUIPMENT

Name and Position of Participant: Jerry Deats, Director
Instructional Materials Center
Bend School District
Bend, Oregon

The objective of this prototype was to meet the need of our district in the selection of instructional materials and equipment.

The content of the prototype contains:

1. General criteria for selection and evaluation of instructional materials.
2. The objective of the Standards for School Media Programs.
3. Procedures for handling community criticism of instructional materials.
4. Evaluation form for instructional materials.
5. General criteria for selection and evaluation of instructional equipment.
6. User evaluation of equipment form.
7. Fourteen technical evaluation forms.

The IDI system was used when possible to structure the development of the prototype.

ABSTRACT

Title of Prototype: DESIGN CONSIDERATIONS OF AN EDUCATIONAL
MICROGRAPHIC SYSTEM FOR SMALL PUBLIC SCHOOL
LIBRARIES

Name and Position of Participant: Ronald Dubuque, Coordinator of Instructional Media
Intermediate School District #109
Everett, Washington

Target group members to receive this training in micrographics included building principals and vice-principals, business managers, records supervisors, library/media specialists, secretaries and aides, and some classroom teachers and superintendents in nine small and medium size local public school districts.

Objectives of this project were to:

1. Pass basic micrographic information to the trainee so that he would be able to converse knowledgeably about the field.
2. Help the trainee organize his thinking to such an extent that he could make rational and positive recommendations relative to the design and specifications of an in-district micrographic information storage and retrieval system appropriate to meet the administrative and instructional needs of his district, as well as those of a cooperative micrographic system if it seemed appropriate that such a cooperative be formed.
3. Provide a variety of skill training so as to enable target group members to make the most efficient use of the

micrographic system once it is designed, including the ability to purchase appropriate hardware, to efficiently utilize and maintain hardware and software collections, to organize and prepare suitable camera-ready documents for microfilming, to design and establish adequate microfilm storage and retrieval systems, and to identify and acquire useful software from commercial and other out-of-house microfilm sources.

4. Assist trainees to identify and request certain services or functions related to micrographics which might be fulfilled unilaterally or cooperatively by the Intermediate School District.
5. Make the Intermediate School District aware of the micrographic needs that could be identified by local districts, which might best be met through new or expanded I.S.D. services.

To accomplish these objectives, the Instructional Development Institute system was utilized to assure that the following project management functions would be fulfilled: (a) identify the problem, (b) analyze the setting, (c) organize the management system, (d) identify the project objectives, (e) specify methods for achieving these objectives, (f) construct training prototypes, (g) test the prototypes, (h) analyze the results, (i) implement the project (and recycle if necessary). Use of this system facilitated planning, development and evaluation activities as well as continual revision throughout.

By the physical design, sequence and content of the training materials, the trainee was compelled to consider micrographics as a system. This system was defined as: "an organized collection of People, Data, Machines, Materials and Methods required to accomplish a set of specific functions." Within this micrographic system the trainee was required to consider the demands and requirements of two sub-systems, which when combined, would result in the whole system. These sub-systems were "production/acquisition" and "user/demand". The text of the training materials was formatted so that the trainee would consider first the above listed five elements as they related to the production sub-system followed by a similar consideration of the same five elements as they related to the user sub-system.

Project evaluation showed that many trainees acquired micrographic knowledge which they could not have otherwise obtained. The project management system worked well as each local district was represented by one person who served on a steering committee, with all looking to the project supervisor as organizer and manager. Trainees indicated that the learning resources provided them were very satisfactory, comprehensive and easy to use. Educators have indicated that they now feel comfortable making selections of micrographic hardware and software. The ISD has been provided feedback which will permit it to begin organizing for development of a regional micrographic service cooperative.

ABSTRACT

Title of Prototype: USING THE VIDEOTAPE RECORDER IN THE CLASSROOM

Name and Position of Participant: John E. Eko
Instructional Materials Consultant
Aberdeen School District
Aberdeen, Washington

This prototype deals with the broad area of determining the course of action necessary to design and implement an inservice program to increase or expand professional staff media utilization. In addition, the program will enable the teachers who were involved to upgrade their media skills and to earn extension credits. The specific purpose of the prototype was to provide an opportunity for teachers in the Aberdeen School District to develop a basic level of competency in the use of the portable video tape recorder.

A serious attempt was made to follow the IDI system's approach as closely as possible due to my concern regarding my own level of competency in using the system. However, in the "real world" this did not always work as planned. The product of these efforts was a 3-hour extension class titled Education 441X, "Using the Video Tape Recorder in the Classroom." The class was conducted through the Division of Continuing Education, Central Washington State College. Eighteen teachers participated, although the original intention was to hold the class to sixteen students with at least one teacher from each building in the district. The purpose of such a low enrollment figure was to insure maximum opportunity for "hands-on" experiences.

It is still too soon to really measure the impact of the class in terms of increased utilization of VTR in the district. However, as the result of involvement in the development of the prototype, the development and implementation of future inservice training in media utilization can be done in a far more efficient manner. Fewer false steps will be taken, and the unexpected will be expected.

ABSTRACT

Title of Prototype: IMC MANAGEMENT/ACCOUNTABILITY STUDY

Name and Position of Participant: Grayce Hughes, Director
Instructional Materials Center
Intermediate Education District
Hillsboro, Oregon

The objectives of this prototype are: (1) the development of a system of management for the Instructional Materials Center that relates each aspect of the services to the cost of providing those services; and (2) of using this system to provide specific information to an IED Board and Budget Committee.

The application of the IDI system's approach was not completely a success in the development of this prototype. Two factors that I feel contributed to lack of success were, first, my own limited experience in applying the system's approach and, secondly, the fact that the over-all plan for the development of the IED department's management and accountability studies did not follow the IDI system. As this prototype is a part of the first year effort being made by the Washington County IED to establish its Management/Accountability system, it was necessary for me to work in conjunction with the plan that was selected by the IED steering committee.

The prototype presents the IMC portion of the study with its mission statement and four main objectives. Several key activities are identified for each objective with evaluation processes by which these activities can be measured. Only the data collecting and evaluation materials for the activities to achieve objective #1 are included. Similar records, data collections and evaluation techniques are being used for the other three objectives.

The evaluation of the prototype at this point is incomplete. Several activities cannot be fully evaluated until the school year is finished. However, my personal evaluation of the degree to which my own management competencies have been affected by approaching the supervision of the IMC in the system's approach manner is one of considerable satisfaction. There is also a degree of frustration due to the many demands that have prevented a more nearly complete prototype, but again these are the facts with which an IMC director is faced. It is the manner in which we learn to cope with all the problems that is the real measure of our competencies as directors.

ABSTRACT

Title of Prototype: UTILIZING COMPONENTS OF THE INSTRUCTIONAL DEVELOPMENT INSTITUTE SYSTEM TO FACILITATE CHANGES TOWARD EXPANDED LEVELS OF SERVICE TO TEACHERS AND STUDENTS IN AN ELEMENTARY SCHOOL LEARNING RESOURCES CENTER

Name and Position of Participant: Walter J. McCormick, Assistant for Elementary Libraries
Seattle School District
Seattle, Washington

The overall objective of the prototype is stated in the above title. The IDI system as an entity was explained to the librarian and principal. The specific parts of the system dealing with the status quo and ideal were explained and used with the faculty.

The content of the prototype tells how the system was utilized and describes the sequence of inservice activities which took place between October 1973 and May 1974, in terms of the nine IDI functions.

My evaluation is that the system served a very useful purpose in defining and structuring learning activities for everyone connected with the experience. The objectives were partially attained, but many other valuable learning activities not originally planned were discovered.

Teachers are not able to find adequate periods of time for inservice activities during the school day and meetings after school are not the most satisfactory. My terminal performance objective may have been too comprehensive since it involved teacher attitude changes. Positive changes did take place, however, and progress toward the objective is currently being achieved. I plan to continue working with the faculty, principal and librarian at this elementary school.

ABSTRACT

Title of Prototype: SELECTING AND UTILIZING COMMUNITY RESOURCE PEOPLE

Name and Position Henry Maruoka, Library Media Supervisor
of Participant: Chehalis School District
 Chehalis, Washington

The Instructional Development Institute system was applied by the library media specialists in the Chehalis School District in developing a prototype. Two target groups were involved: (1) the library media specialists from each building; and (2) teachers of one of the elementary schools where the prototype was to be tested and implemented.

The purposes of the prototype were: (1) to initiate a program of effectively selecting community resource people and to increase the utilization of community resource people; and (2) to expand the resources made available through the library media center.

Needs were carefully assessed by the library media group. Status quo and ideals were identified and the problem statement developed. The original problem statement, however, was revised from field trips to resource people due to the fuel crisis experienced during this school year.

In analyzing the setting, a survey was one of the instruments used to obtain data from one of the target groups. BRAC was one source used to identify competencies the library media specialists were to demonstrate. Organizing of management was applied throughout the system. Timelines and tasks had to be altered due to the revisions of the original plans. Terminal performance objectives and enabling objectives had to be recycled so that behaviors were identified. Strategies and media were selected and made consistent with the objectives sought after.

The prototype constructed is made up of three components: (1) a recommended list of criteria for selecting resource people; (2) a form for recording data about the resource person selected; and (3) an evaluation form to be used on the resource person. The prototype was not field tested due to the time factor. An evaluation instrument was developed.

ABSTRACT

Title of Prototype: M.S. AND A VERY SPECIAL ED.

Name and Position of Participant: Nancy R. Motomatsu, Associate Supervisor of Learning Resources
Office of the Superintendent of Public Instruction
Olympia, Washington

The Instructional Development Institute provides an analytical system for facilitating and implementing the M.S. AND A VERY SPECIAL ED. project.

The project has been recycled three times, and in its present form the following problem statement has evolved:

"Learning resources professionals and professionals in special education appear to be striving in parallel paths toward their common goal--efficient and effective use of learning resources."

In order to resolve this problem, the first priority is to implement a viable communications system between the media specialists and the professionals in special education.

The prototype (using the IDI system) concisely captures the step-by-step process of establishing a viable communications system between special education professionals and media specialists.

The evaluation centers around observation, feedback and short evaluation forms (one for the participants, one form for the team leaders). Observation and feedback are used continually to revise and recycle.

Data from written evaluation forms thus far indicate a strong commitment to better communication between special education professionals and media specialists. The evaluations also show a definite rise in the involvement of media specialists with special education professionals.

ABSTRACT

Title of Prototype: IMPROVED UTILIZATION OF BUILDING AND DISTRICT IMC
NON-PRINT COLLECTIONS

Name and Position: Barbara Plucker, Library Supervisor
of Participant: Northshore Schools
Bothell, Washington

Although the Northshore district had provided a variety of nonprint materials for school libraries and classrooms as well as a central collection of materials to be shared among the schools, access to the collection was difficult, Duplication of titles, scattered building collections, lack of materials in some subject areas, and poor utilization of materials were among the concerns shared by the building media specialists.

After planning a method of attack to the problem, the following steps were taken:

1. A committee developed a manual for the organization and cataloging of nonprint materials for the district.
2. The nonprint holdings of each school were collected from wherever they may have been stored and made to be part of the library collection. The entire library holdings were then cataloged and represented by cards in the card catalog along with the print material.
3. Using the same cataloging method, the district IMC holdings were cataloged and given subject headings. Cards representing the district IMC holdings were reproduced for each school card catalog and filed by the building staff. All IMC holdings were identified with the phrase, "Available from District IMC."

The prototype of the project was the identification of science materials to be given first position as the materials to be cataloged and classified. Teachers were given inservice training to recognize that the science materials for the entire district holdings were represented by cards in the building catalog. Circulation records of each building and IMC collections were monitored to watch for increase in use due to improved access over a three-month test period.

Results? A mixed result. The collection of the scattered building holdings into a stronger central library was much appreciated. Circulation of materials improved at the building level apparently due merely to the increased availability of materials. Circulation of IMC materials did not change, indicating that teachers who used IMC materials would do so under any conditions; those teachers not choosing to use nonprint materials would be reluctant to change their present patterns. A user survey indicated that only 5% of teachers were aware that materials were accessible through the card catalog.

Conclusions: Continue the cataloging process to include the entire collection. Initially this will help the librarians locate material for teachers; eventually through inservice emphasis on the card catalog, we hope to make "users" out of teachers who now ignore the card catalog.

ABSTRACT

Title of Prototype: INDEPENDENT LEARNING: AN INDIVIDUAL SKILL NEEDED FOR LIFE--ACQUIRED K-12; AN ORIENTATION KIT FOR UNIT FACULTY INSERVICE

Name and Position of Participant: Marilyn S. Scott, Director, Media Services
Anchorage Borough School District
Anchorage, Alaska

The project assumes that the goal of the school media center should be to develop independent, self-directed learners. In fact, however, school library media centers are not often used in this manner. Analysis of the problem indicates that there exists a lack of planned utilization because of lack of knowledge on the part of media personnel, teachers, and students about how to proceed.

The project proposes that inservice activities for school staffs will increase planned utilization of media centers. The orientation kit contains a wide range of audiovisual aids for a one-day inservice program of alternate large group, small group, and individual activity. The strategies and media were selected from suggestions in the Instructional Development Institute materials and utilize actual situations in the Anchorage Borough School District. The kit includes transparencies, slides, case studies, sound filmstrips, recommendations for use of resource persons, and planned group discussion. Included also are a skeleton script and suggestions for use.

CONTENTS OF APPENDIX D

Suggested Readings

The bibliography in this section was compiled after materials had been ordered and processed for use by the participants and staff members. The first eight pages contain lists of books and periodicals grouped under selected subject headings that relate to the work of the Institute. The last page lists some documents (unpublished) used by the participants as they developed lists of competencies.

INSTITUTE FOR SCHOOL LIBRARY MEDIA SUPERVISORS
University of Washington

"SCHOOL LIBRARY MEDIA SUPERVISORS COMPETENCIES"
A Cyclic Design for Development

SUGGESTED READINGS

BEHAVIORAL OBJECTIVES

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(Information used verbatim in Washington Library Letter)

WASHINGTON LIBRARY LETTER

UNIVERSITY OF WASHINGTON LIBRARIES • SEATTLE

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LIBRARY INSTITUTE

A grant of \$24,913 has been received by the University of Washington School of Librarianship from the U.S. Office of Education to sponsor an institute for school library media supervisors and instructors of library media education programs.

The purpose of the institute, which will be conducted in conjunction with the Washington State Office of Public Instruction, is to develop guidelines for certification of school library media supervisors and to redesign preparation of school library media programs.

The Institute is designed for 18 school library media supervisors and 9 instructors in library media education programs in colleges and universities.

It will be offered in three stages, with responsibility by the participants for the development and redesign of prototypes at the local level during two interim periods. The first stage will be held on the University campus July 26 to August 3. The other two stages, from January 16 to 18 and May 6 to 10, will be held at the University's Continuing Education Center at Lake Wilderness. Each participant will receive \$12 per day plus dependency allowances during the periods of attendance at the Institute.

Eleanor E. Ahlers, Professor of Librarianship at the University, is the Institute director. Jean Wieman, supervisor of learning resources in the Office of the Superintendent of Public Instruction, is the associate director. Further information may be obtained from Professor Ahlers, 133 Suzzallo Library, at the University.

In addition to the director and associate director, others serving as consultants for the Institute will be Thomas Hannan of Olympia, Director of Learning Resources Services, Office of Public Instruction; Prof. Gerald Torkelson and Prof. Richard Hawk, University College of Education; and Prof. Leslie Blackwell of Bellingham, School of Education, Western Washington State College, Bellingham.

- I. S. Blumenfeld
Information Services

SOJOURNER

IN ONE YEAR, OUT THE OTHER
SCHOOL OF LIBRARIANSHIP
UNIVERSITY OF WASHINGTON

New Series, Vol. 1, No. 20

May 1, 1974

Page One

ELEANOR AHLERS HEADS INSTITUTE FOR IDENTIFYING COMPETENCIES ESSENTIAL FOR SCHOOL LIBRARY MEDIA SUPERVISORS

For almost a year Ms. Eleanor Ahlers has served as Director of an Institute for Training in Librarianship called School Library Media Supervisor Competencies-A Cyclic Design for Development.

This Institute, planned by the University of Washington School of Librarianship in conjunction with the Washington State Office of Public Instruction proposes to identify the essential competencies required for school library media supervisors.

The Institute is designed to upgrade personnel and to redesign preparation programs in participating institutions of higher education.

Working with 18 participants in supervisory positions at the school district or state level in Washington, Oregon, Alaska and Hawaii, and with 9 instructors in college or university library media education programs, the Institute will complete its work May 6-10, at the Lake Wilderness Continuing Education Center, when individual prototypes of instruction based on the desired competencies will be used to plan a program for state-wide certification of supervisors of library media.

Ms. Jean Wieman, Supervisor of Learning Resources Services, State Office of Public Instruction, has served as Associate Director of the Institute.

Ellen Kroger has been helping Ms. Ahlers in preparation for the Lake Wilderness meeting by preparing a working list of the desired competencies.

New Series, Vol. 1-S, No. 5

July 31, 1974

Page One

MISS AHLERS GUEST LECTURER AT INDIANA U.

Miss Ahlers presented a lecture to students at Indiana University last Thursday, July 25. The presentation was a feat of modern technology in that it was given via telephone from Seattle. A UW alumnus, David Loertseher, currently a professor at I.U. asked Miss Ahlers to discuss our competency-based certification program with a workshop of school librarians. The half-hour talk was followed by a half-hour question-answer period. Miss Ahlers also talked about the recent Institute on School Library Media Supervisor Competencies.

6/27/73

U.W. Library Receives Grant

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Library school gets grant

A grant of \$24,913 has been received by the University's School of Librarianship from the U.S. Office of Education to sponsor a school library media institute.

The purpose of the institute, which will be conducted in conjunction with the state office of public instruction, is to develop guidelines for certification of school library media supervisors and to redesign school library media programs.

It will be offered in three stages: July 26-Aug. 3, Jan. 16-18, and May 6-10.

SCHOOL LIBRARY

MEDIA SUPERVISOR

COMPETENCIES:

A CYCLIC DESIGN FOR

DEVELOPMENT

by Eleanor E. Ahlers
Professor, School of Librarianship
University of Washington

BEST COPY AVAILABLE

Article Published

in

LIBRARY LEADS

Vol. 24, No. 4,

Summer 1974

Wednesday, August 1, 1973 — The News-Review, Roseburg, Oregon, Page 3

W-D Librarian Attends Institute

SEATTLE — Mrs. Kenneth Barneburg, district library supervisor for Winston-Dillard School District, is currently attending a school library media supervisors institute at the University of Washington.

The wife of the Douglas County Intermediate Education

District superintendent is one of 18 school media supervisors and nine instructors in library media education programs in colleges and universities selected for the federally-funded institute.

It is being conducted by the university's School of Librarianship, in conjunction with the Washington State Office of Public Instruction, to develop guidelines for competency-based certification of school library media supervisors.

Redesigning programs in the preparation of school library media personnel is another objective.

Stage one, which ends Friday, will be followed by Jan. 16-18 and May 6-10 sessions.

During the two interim periods between the three stages, institute participants will actually develop and redesign prototypes at the local level.

FORMS AND FORM LETTERS

Copies of the items listed below were included in the official report of the Institute sent to the U.S. Office of Education, September 1974.

Letter informing area supervisors that the Institute Proposal was submitted and now awaiting final approval, May 25, 1973.

Reply to request for information.

Letter forwarding information and giving time schedule, June 14, 1973.

Letter accompanying application forms, June 22, 1973.

Appointment of Participant, enclosed application for stipend and reservation form, July 9, 1973.

First letter of information to Participants, dated July 19, 1973.

Letter inviting visitors from professional associations and Office of Public Instruction to last session of Stage I, July 25, 1973.

Letter to Participants at end of Stage I, August 7, 1973.

Letter addressed to Superintendent or Supervisor of each Participant, August 9, 1973.

Letter to Participants, "A number of things," October 24, 1973.

Letter to Participants, re first draft of prototype, November 28, 1973.

Letter with prototype report forms, December 4, 1973.

Letter to Participants re reservations for Stage II and return reservation form, December 26, 1973.

Letter to Participants, last minute instructions, Stage II, January 10, 1974.

Letter to Participants and staff post-Stage II, January 25, 1974.

Letter to Participants enclosing stipends plus information re Interim II work, February 12, 1974.

Letter to Deans of Education-recruiting Participants in library media education (for Stage III), March 5, 1974.

Letter to Participants re completion of prototypes, March 25, 1974.

Letter replying to request for application forms for Stage III, March 26, 1974.

Letter sent to evaluators of Library Media Educators for Stage III, March 26, 1974.

Letter to Participants re final instruction for projects, April 8, 1974.

Letter to Participants re stipend checks and final instructions for mailing prototypes, April 11, 1974.

Letter to Stage III Participants from library media education, April 11, 1974.

Letter to Participants re final instructions for Stage III, April 26, 1974.

Post last session letter to Participants, May 24, 1974.

Forms Missing From Your File, June 29, 1973.

Rating sheet for reviewers of applicants.

Room Reservation request for Stage I

News Release regarding Institute and Staff

Confidential Evaluation Form

Application for Admission to Training Program in Librarianship

Application for a Stipend

Information and Requirements for Prospective Applicants, June 1973.

Brochure information to Instructors in College and University Library Media Preparation Programs, Stage III

Housing reservation form for Stage III

Information and Requirements for Prospective Applicants, March 26, 1974.

Instruction and Response Sheets for Preparing Participant Project Report for Stage II

ROLES, FUNCTIONS AND COMPETENCIES
OF THE SCHOOL LIBRARY MEDIA SUPERVISOR

This material is extracted from the Appendix and is not an official report of the Institute, although it is based on the work of the Institute participants. In the final editing and rewriting, the staff utilized committee reports and other working papers. Since time precluded an overall study of the committee reports by the participants, the staff bears the responsibility for final decisions regarding content and format.

Eleanor E. Ahlers, Director

Jean Wieman, Associate Director

Institute on "School Library Media Supervisor Competencies"
conducted under a grant from the USOE, Title II, Part B,
Higher Education Act of 1965, by the School of Librarianship,
University of Washington.

July 26 - August 3, 1973 (Stage I)
January 16 - 18, 1974 (Stage II)
May 6 - 10, 1974 (Stage III)

Roles and Competencies of School Library Media Supervisors

Explanation and Overall Premises

The following document outlining the roles and performances needed to provide the "ideal" school district or multi-district library media program is based on several premises. It is essential to examine this material on the basis of these premises or a distorted and incomplete view of the direction and limitations of this document may emerge.

Therefore, the following premises should be considered when studying the following supervisor roles and competencies:

1. These competencies are above and beyond those of the building level library media specialist. Entry to the supervisory level assumes attainment of building level competencies outlined in detail in documents listed in "Suggested Readings." (Appendix. No attempt is made in this material to duplicate all of those competencies unless a greater level of sophistication or level of skill performance is expected of the supervisor. Management and supervisory competencies are strongly emphasized throughout all roles.
2. No one supervisor is expected to demonstrate equally high performance in all roles and competencies needed to provide this complete and "ideal" program. It is assumed, however, that the supervisor can demonstrate enough knowledge of each role to assure effective leadership in providing this "ideal" program.
3. Management and supervisory competencies are strongly emphasized throughout all roles. Also, the active involvement of the library media supervisor in the total curricular and instructional process is stressed throughout the document.
4. The Institute participants attempted to identify performances unique to a library media supervisor, taking into consideration the tremendous variety of organizational patterns of school districts. A question was posed to clarify these unique supervisory performances: "If there is no library media supervisor, who could/should perform this task?" If it became apparent that a building level professional could perform the task, that competency was deleted; if not, the competency was included as appropriate for the library media supervisor.
5. A basic distinction was drawn between the management function of the district media center (where staff is assumed to be under the direct line authority of the library media supervisor) and development and coordination of the individual building level library media programs (where the authority of the supervisor is shared with building level library media staff and building principals).

6. It was necessary to assign many competencies arbitrarily to one role for the sake of brevity, even though they might logically have been placed under another or indeed under all roles. This duplication applies particularly to categories of competencies, such as "Human Relations," "Evaluation," "Communication," etc. (The overlapping of roles is evident in the following schematic diagram of the five roles of the library media supervisor.
7. The Institute participants determined that many of the competencies first defined under such areas as "Decision-making," "Professionalism," etc., were above and beyond any competency level and were instead personal qualities. The decision was finally made to include these areas as competencies, however, since the participants strongly stressed the affective dimension of the supervisory position.
8. The competencies relating to the library media supervisor roles were developed by five separate participant committees during the final stage of the Institute. However, considerable rewriting and editing of the work of the committees was necessary, since time restrictions prevented final content and format review by the entire group.
9. This material, although representing the culmination of a year of work by the Institute participants and staff, must be considered as a working model only and as a guideline for future refinement and expansion. It is not intended as a "static" publication but as an evolving document needful of input from a wide variety of professional opinion.

ROLES, FUNCTIONS AND COMPETENCIES OF
THE SCHOOL LIBRARY MEDIA SUPERVISOR

MANAGEMENT AND SUPERVISION ROLE

Overall Management Function

This function provides the framework for the systematic planning and organizing of the total library media program in relation to the overall district educational goals and objectives. It includes competencies applicable to personnel in any management position. Specific application of these broad management competencies is incorporated in every function of the five major supervisory roles. The supervisor has the ability to:

1. Demonstrate effective application of basic management and systems analysis principles.
 - 1.1 Plan systematically for achievement of long and short term educational goals as they relate to the library media program.
 - 1.11 Anticipate future directions in educational processes.
 - 1.12 Define long range goals for the media program, demonstrating their contribution to the excellence of the total educational process.
 - 1.13 Analyze current needs in relation to long range goals.
 - 1.14 Specify short term measurable objectives relating to goals in a variety of management formats.
 - 1.2 Organize manpower, money, equipment, methods and materials to meet long and short range goals.
 - 1.21 Identify district systems, subsystems and administrative channels which affect library media operations, determining lines of authority and sources of approval.
 - 1.22 Determine current levels of resources relating to manpower, money, equipment, methods and materials.
 - 1.23 Set up viable organizational structures and management control system.
 - 1.24 Define tasks to be performed and performance criteria.
 - 1.25 Delegate appropriate responsibilities with commensurate authority.
 - 1.26 Establish workable timelines for tasks and feedback process for periodic appraisal of progress.
 - 1.3 Formulate effective policies and appropriate procedures as needed for establishment, maintenance, development and evaluation of the library media program.

MANAGEMENT AND SUPERVISION ROLE

Overall Management Function (Cont)

- 1.31 Apply knowledge of relevant laws, policies, regulations and guidelines to the development of appropriate policies and procedures for all aspects of the library media program.
- 1.32 Interpret policies and procedures to appropriate personnel.
- 1.33 Establish a system to monitor the effectiveness of the policies and procedures.
- 1.4 Apply effective business administration practices to office management.
 - 1.41 Develop a system for the centralized collection and retrieval of appropriate records.
 - 1.42 Prepare forms suitable for the efficient administration of the library media program.
- 2. Apply managerial leadership skills to the attainment of identified goals.
 - 2.1 Develop and maintain effective lines of communication.
 - 2.11 Determine communication needs and identify most appropriate communication format.
 - 2.12 Establish horizontal and vertical communication lines.
 - 2.13 Demonstrate creative and effective use of media in communicating.
 - 2.14 Exhibit a variety of interpersonal communication skills.
 - 2.2 Develop systematic and effective decision making skills.
 - 2.21 Involve those affected by the decision in the decision-making process.
 - 2.22 Make objective decisions based on the best available information.
 - 2.3 Develop effective person to person and group relationships.
 - 2.31 Exhibit respect for the personal uniqueness of individuals.
 - 2.32 Identify human competency resources in building group pride and cohesiveness.
 - 2.33 Motivate individuals and groups to accomplish desired goals based on individual, group and organizational needs.
 - 2.34 Apply processes of group dynamics.

MANAGEMENT AND SUPERVISION ROLE

Overall Management Function (Cont)

- 2.35 Develop and maintain satisfactory working relationships with administrators and staff.
 - 2.36 Accept leadership or group member role when appropriate.
3. Assist building level library media specialists to apply overall management competencies to individual building programs.

Personnel Management Function

The supervisor's ability to recruit, select, assign and motivate the personnel dependent upon his guidance and direction is needed to create a climate of cooperation, enthusiasm and mutual effort in the development of the total library media program. The supervisor has the ability to:

- 1. Establish and maintain an atmosphere in which individuals work harmoniously and at optimum levels.
 - 1.1 Develop personnel policies and procedures which assure fair and equitable treatment for all staff.
 - 1.2 Make consensus decisions in areas that affect others.
- 2. Establish and maintain effective line relationships with administrative and building level personnel.
- 3. Establish a system to recruit, select, assign and evaluate personnel effectively.
 - 3.1 Identify and justify personnel needs.
 - 3.2 Establish screening procedures for candidates based on needed entry level skills.
 - 3.3 Involve appropriate personnel in the recruitment, selection, assignment and evaluation processes.
- 4. Assist building level library media specialists with problems relating to management of personnel.

MANAGEMENT AND SUPERVISION ROLE

Budget and Financial Management Function

Financial allocation of all available resources needed to meet program goals and objectives requires analysis and conversion of resources and goals into dollar amounts. The supervisor follows established administrative channels and procedures within the district in developing the district library media budget which is based primarily on identification of student and teacher instructional needs. The supervisor has the ability to:

1. Apply basic budgeting techniques in preparing annual budgets for district library media programs and projecting long term financial commitments.
2. Apply knowledge of school finance and district budgeting procedures which provide for accountability of expenditures.
 - 2.1 Establish a bookkeeping system which provides ready access to current budget status.
 - 2.2 Prepare budget and financial reports as required.
3. Apply cost/effectiveness analysis to existing and proposed operations when identifying program priorities.
4. Prepare proposals for increased funding of library media programs in addition to district monies.
5. Assist building level library media specialists and principals in budget preparation.

Program Development and Evaluation Function

The supervisor of the library media program anticipates and provides for changing needs through a continuous process of evaluation in relation to identified program goals. While specific program objectives may vary among individual school buildings, the supervisor assures that the visible thrust of the total library media program is toward the improvement of the instructional system. The supervisor has the ability to:

1. Determine the philosophy for the district library media program in relationship to the goals of the overall educational program.
 - 1.1 Develop district level goals for all components of the library media program.
 - 1.2 Structure program components to provide district wide program coordination.
 - 1.3 Formulate guidelines for the development of building level programs consistent with district level library media program goals.

MANAGEMENT AND SUPERVISION ROLE

Program Development and Evaluation Function (Cont)

- 1.4 Assist building level staff in the development of library media programs which demonstrate direct relationship to the overall educational objectives of the building.
2. Provide leadership in assessing future trends which may have an impact on library media programs and in incorporating them in program planning.
3. Establish system support for building level programs through the development of appropriate district programs and services.
4. Utilize state and national standards to assure balanced program development and meaningful evaluation.
5. Develop and monitor a continuous evaluation system to identify operational strengths and weaknesses of the library media programs at the building and district levels.
 - 5.1 Determine the relationship between stated district program goals and actual outcome of the library media program in order to identify specific improvements needed.
 - 5.2 Assist building level library media specialists in program evaluation and recycling processes.

PROFESSIONALISM ROLE

Professional Leadership Function

The three-faceted responsibility of the library media supervisor as a program manager, an instructional generalist and a media specialist is facilitated through active participation in administrative, teaching and library media professional organizations. As a member of the district administrative team, the supervisor has additional professional responsibilities to the local community, and to the professional and personal development of the library media staff. The supervisor has the ability to:

1. Participate in a leadership role in professional organizations at the local, state, regional, and national levels.
 - 1.1 Create a positive climate for cooperative efforts among appropriate professional organizations and groups.
 - 1.2 Provide leadership in the development, adoption and implementation of higher standards for media programs at all levels.
 - 1.3 Support opportunities to improve the library media profession.
 - 1.31 Encourage membership of district staff and building level library media specialists in appropriate professional organizations.
 - 1.32 Provide opportunities for staff to participate fully in professional growth activities.
 - 1.33 Suggest and provide support for federal and state legislation relating to library media programs.
 - 1.4 Identify and support promising innovations in media programs appropriate to district implementation.
2. Participate in a leadership role in the development of cooperative efforts among various types of libraries.
 - 2.1 Coordinate programs among school library media programs and other types of libraries in the community.
 - 2.2 Explore educational soundness and economic feasibility of developing appropriate cooperative and/or joint services with other types of libraries.
 - 2.3 Secure adoption of cooperatively developed joint statement of school and public library roles and responsibilities.
 - 2.4 Provide guidance and direction in planning and implementing district and building participation in local, state and national networking efforts among all types of libraries.
3. Participate in a leadership role in educational and local communities.
 - 3.1 Interpret the goals and needs of the library media program to the community.

PROFESSIONAL ROLE

Professional Leadership Function (Cont)

- 3.2 Develop a system to assure input from and involvement of community resources in the library media program.
- 3.3 Establish a system for effective responses to public inquiries, requests, complaints, etc.
- 3.4 Assist building level library media specialists in developing effective public relations programs.
4. Protect the right of freedom of access to materials and information.
 - 4.1 Develop and secure district adoption of a materials selection policy to assure the principles of the School Library Media Bill of Rights.
 - 4.2 Establish appropriate procedures to ensure student and faculty access to a wide range of materials, equipment and information through the library media program.
 - 4.3 Cooperate with appropriate staff to secure adoption of a district policy outlining rights and responsibilities in the study of controversial issues.
 - 4.4 Assist building level library personnel in problems involving intellectual freedom.

Personal Leadership and Growth Function

The personal qualities and characteristics of the library media supervisor strongly influence the effectiveness of relationships with individuals and groups. These interpersonal relationships, while difficult to specify, are a major key in maintaining a dynamic library media program in which individuals have respect for one another and a group satisfaction of contributing to the overall program. The supervisor has the ability to:

1. Create an atmosphere that encourages the expression of individual feelings, attitudes and interests.
 - 1.1 Help others sense intrinsic worth in themselves.
 - 1.2 Demonstrate attitude, opinions and emotions which help, rather than hinder, personal development of individuals.
 - 1.3 Establish an emotional climate which staff perceive as receptive to their needs.
 - 1.4 Construct alternative solutions to interpersonal conflicts based on adequate knowledge of another person's value, needs and feelings.
 - 1.5 Suspend judgment or decisions until values of others and situations have been adequately clarified.

PROFESSIONALISM ROLE

Personal Leadership and Growth Function (Cont)

- 2. Adhere to a professional code of ethics to maintain a high level of personal performance and conduct.**
 - 2.1 Analyze the effect of personal behavior on others.**
 - 2.2 Identify elements of personal supervisory behavior that requires improvement.**
 - 2.3 Utilize the ideas, data and criticisms of others to further and improve personal supervisory behaviors.**
 - 2.4 Identify the values that determine personal judgments, attitudes and behavior**
 - 2.5 Engage in continuous study in a broad range of areas.**

INSTRUCTION ROLE

Curriculum Planning Function

Curriculum is the planned interaction of students with content, learning resources, instructional strategies, people and things. The library media supervisor's continuous and direct involvement in this curriculum planning function assures that the library media program is integrated with all aspects of the learning process. The supervisor has the ability to:

1. Provide leadership in determining objectives for the library media program as an integral part of the curriculum program of the district.
 - 1.1 Assist curriculum planners in conceptualizing courses in terms of a total media approach.
 - 1.2 Contribute meaningful information on the functions of learning resources in various curriculum models and theories.
 - 1.3 Participate as an instructional resources consultant in the design and construction of curriculum for the district.
 - 1.4 Promote consideration of alternative teaching/learning strategies and appropriate media as curriculum is developed.
 - 1.5 Provide curriculum planners with displays of appropriate instructional media collections.
2. Assist district level content specialists and supervisors in planning and developing appropriate media for various disciplines.
3. Coordinate the acquisition of learning resources needed to support new curricular programs prior to their implementation.
4. Assist building level library media specialists in examining the impact of new curricular guidelines on building level library media programs.

Inservice Education Function

The library media supervisor plans, coordinates and serves as consultant to instructional inservice programs for a broad range of audiences: district administrators, teachers, building principals and library media specialists, clerical and technical staff, volunteer aides, etc. Following established personnel development principles, the supervisor is responsible for providing opportunities for staff to update and improve their competencies through a systematically planned and individually oriented program of inservice. The supervisor has the ability to:

1. Apply principles of instructional systems to the development of flexible and varied inservice programs which provide for individual and group needs.
 - 1.1 Assess library media inservice needs for varied groups of participants.

INSTRUCTION ROLE

Inservice Education Function (Cont)

- 1.2 Select and provide appropriate inservice materials and human resources.
- 1.3 Evaluate the programs and resources in terms of identified needs of the various groups.
2. Participate as a resource consultant in facilitating inservice activities conducted by other specialists.
3. Assist building level library media specialists to assess needs and develop appropriate inservice programs for building staff through utilization of the facilities, personnel and services of the district center.

Application of Instructional Systems Function

The library media supervisor demonstrates a sophisticated and thorough understanding of a variety of instructional systems. Although the design and application of instructional systems is a team effort, matching materials, objectives, and teaching/learning strategies to varying capacities of students, and tailoring content to the individualized interests of students, require the direct involvement of the library media supervisor. The supervisor has the ability to:

1. Provide consultant assistance, as a library media specialist, to district coordinators and committees in the selection and application of appropriate instructional systems.
2. Apply principles of instructional design to development of inservice programs and student study skills programs.
3. Assist building level library media specialists to work effectively with teachers in the selection and application of a variety of instructional systems.

Library Media Skills Development Function

A systematically planned and developed study skills program provides student continuity in learning how to learn. The library media supervisor plays a dynamic leadership role in the cooperative development of a district program which assures that library media skills are attained through use of carefully selected teaching processes, and are closely related to the context of a topic of study. The supervisor has the ability to:

1. Develop policies and plans with staff and faculty which assure articulated student attainment of library media skills.

INSTRUCTION ROLE

Library Media Skills Development Function (Cont)

- 1.1 Provide leadership in the identification of a wide variety of needed skills: utilization of materials and equipment; independent research; critical thinking; reading, listening, viewing and communication competencies.
 - 1.2 Develop cooperatively library media skills programs that provide alternatives to the traditional formal and informal group instruction: self-instructional packages; multi-media presentations; television planning; computer-assisted instruction.
2. Identify with appropriate personnel, library media skills necessary to utilize libraries outside the school system.
3. Assist curriculum personnel, building level library media specialists and teachers in designing appropriate library media skills programs which meet specific objectives and are integrated with all areas of instruction.

MEDIA ROLE

Evaluation and Selection Function

The evaluation and selection function of the library media supervisor involves coordination of an ongoing process at all levels. While each building media center collection must be selected by the building staff to meet the unique needs of that particular program, the district supervisor provides selection and evaluation assistance to building staff members, and to the development and utilization of the district collection. The supervisor has the ability to:

1. Establish, with appropriate staff, district level selection and evaluation policies and procedures for materials and equipment.
 - 1.1 Specify evaluative criteria.
 - 1.2 Establish procedures assuring systematic preview, evaluation and selection of materials and equipment.
 - 1.3 Involve building level library media specialists, target audiences and other appropriate groups in the evaluation and selection processes.
2. Provide technical assistance to district level specialists on the evaluation and selection of materials relating to specific subject areas.
3. Maintain a centralized information bank to provide current data on new materials and equipment.
 - 3.1 Coordinate the appraisal and dissemination of information regarding new products and technologies.
 - 3.2 Arrange for displays and demonstrations of new materials and equipment.
 - 3.3 Develop and maintain an extensive collection of selection tools.
4. Develop collections of materials and equipment at the district center to support and enhance the building level programs.
 - 4.1 Evaluate and select materials for special collections responsive to particular district needs; e.g., professional materials, expensive and seldom used materials, new curricular areas, etc.
5. Develop and provide an updating system for production of bibliographies of basic materials and equipment recommended for new media centers.
6. Assist building level staff in selection and evaluation processes.

MEDIA ROLE

Acquisition Function

Efficient expenditure of library media budget and personnel time may be facilitated by the supervisor through the development of carefully defined acquisition processes. The supervisor oversees these procedures to assure that the specific materials and equipment requested by the district staff and students are available when needed. The supervisor has the ability to:

1. Establish policies and procedures for efficient acquisition of materials and equipment.
 - 1.1 Apply knowledge of district purchasing policies, procedures and regulations.
 - 1.2 Develop bid award criteria and specification for materials and equipment.
 - 1.3 Determine most appropriate ordering sources for materials and equipment.
 - 1.4 Establish a system for developing and supervising, ordering, purchasing and billing forms and procedures.
2. Formulate district procedures for receiving and inspecting materials and equipment at the district and building level.
3. Coordinate acquisition of materials and equipment within the district as well as with other appropriate agencies such as public and academic libraries.
4. Provide consultative and technical assistance to building level library media specialists and other staff regarding the acquisition of materials and equipment.

Organization of Media Function

The development and supervision of a functional system for the organization of all materials and equipment throughout the district is a major responsibility of the library media supervisor. Efficiency in this operation, whether contracted partly or completely to commercial enterprises or another library unit, contributes to the ready accessibility and availability to users. The supervisor has the ability to:

1. Establish cataloging and classification policies and procedures for organizing district and building level collections.
 - 1.1 Develop criteria that reflect user needs and assure easy accessibility.
 - 1.2 Compare alternative cataloging and classifications systems to determine the most effective system for implementation.
 - 1.3 Maintain a union catalog of all materials and equipment to identify holdings and to facilitate interlibrary loan.

MEDIA ROLE

Organization of Media Function (Cont)

2. Monitor district procedures for the physical processing of materials and equipment.
3. Utilize computer technology when feasible.
4. Assist building level library media specialists in effective organization of materials and equipment within the individual building.

Storage and Retrieval of Media and Information Function

The library media supervisor's ability to develop an efficient system of storage and retrieval allows user accessibility to needed materials, equipment and information in a variety of formats. Rapid technological advances in this area require the district supervisor to examine findings of a wide variety of research and publications for potential application to the district library media program. The supervisor has the ability to:

1. Adopt the most appropriate storage and retrieval systems for materials, equipment and information at the district and building level.
 - 1.1 Establish evaluative criteria for systems based on current and anticipated user needs.
 - 1.2 Apply evaluative criteria to various storage and retrieval systems.
 - 1.3 Work with appropriate district personnel to assure compatibility of library media information systems with other district systems.
2. Provide leadership in applying information storage and retrieval systems to the direct improvement of instructional processes.
3. Provide consultant assistance to district and building level staff in the selection and implementation of the various storage and retrieval systems most relevant to their needs.

Maintenance Function

Effective and efficient maintenance of district materials and equipment requires the supervisor to develop a district-wide system which includes inventories of materials, equipment and replacement of parts and supplies; monitoring systems for preventative maintenance; and repair and replacement of defective materials and equipment. The supervisor has the ability to:

1. Establish maintenance policies and procedures to assure maximum utilization of materials and equipment.
 - 1.1 Establish schedules for regular replacement and repair of materials and equipment.

MEDIA ROLE

Maintenance Function (Cont)

- 1.2 Implement a preventative maintenance program for materials and equipment at district and building levels.
- 1.3 Determine arrangements for district maintenance and repair services in terms of cost effectiveness and user accessibility.
- 1.4 Maintain appropriate inventory of repair and replacement parts, materials and equipment for district-wide use.
2. Support district-wide acquisition of new equipment which minimizes maintenance and repair problems and emphasizes compatibility with existing equipment systems.
3. Provide assistance to district and building level staff in the repair, maintenance and replacement of materials and equipment.

Circulation Function

Circulation procedures and systems will vary somewhat among individual buildings of a district, but the overriding responsibility of the supervisor is to assure user accessibility and to facilitate the utilization of all materials and equipment through carefully developed district policies for their circulation. The supervisor has the ability to:

1. Develop cooperatively circulation policies and procedures for district and building level centers.
 - 1.1 Provide for accessibility of materials and equipment based on identified user needs.
 - 1.2 Disseminate to appropriate audiences circulation policies and procedures relating to district media center materials and equipment.
 - 1.3 Apply technology to the improvement of circulation processes at all levels.
 - 1.4 Utilize circulation records to identify needs and to justify the acquisition of materials and equipment.
2. Assist building level library media specialists with the development of circulation routines to meet specific student and teacher needs.

MEDIA ROLE

Production Function

The library media supervisor has a major responsibility for developing guidelines for production facilities and services in building level programs in addition to establishing and supervising a wide variety of production services at the district center. The production function ranges from simple procedures and equipment, such as those needed to produce black and white transparencies, to highly sophisticated techniques and equipment essential for computer-assisted instruction, and television and radio programming. The supervisor has the ability to:

1. Administer cooperatively developed policies and procedures for district and building level production services.
 - 1.1 Determine production functions appropriate to the district and building level programs.
 - 1.2 Encourage student, teacher, administrator and specialist use of production services.
 - 1.3 Develop techniques to assure prompt availability of locally produced materials.
 - 1.4 Coordinate technical assistance and inservice activities relating to district and building production centers.
2. Set policies regarding community use of district and building production services.
3. Assist building level library media specialists and staff in the development of production facilities and services to meet the special needs of each building.

Utilization Function

The supervisor provides leadership to support and encourage full utilization of all materials, equipment and services of the district and building level library media centers. Effective utilization of all resources is increased through flexible scheduling practices to meet user needs, convenient arrangements of space, materials, equipment and furniture, and a receptive attitude toward individual and group requests for services. The supervisor has the ability to:

1. Develop policies and procedures for utilization of the district center.
 - 1.1 Establish schedules, physical arrangements and atmosphere conducive to maximum utilization by a wide variety of groups and individuals.
 - 1.2 Provide users with technical assistance concerning materials, equipment and services.
 - 1.3 Determine policies for appropriate use of the center by a variety of individuals and groups outside the educational community.

MEDIA ROLE

Utilization Function (Cont)

- 1.4 Stimulate interest in the resources of the media center through special displays, brochures, programs, etc.
2. Develop cooperatively produced guidelines for maximum utilization of building level library media center resources.
 - 2.1 Provide for the impact various organizational and instructional patterns of school programs have on the use of resources and services.
 - 2.2 Assist building level library media specialists to assess and analyze ways in which materials and equipment can be used most effectively in given learning situations.
 - 2.3 Assist building level personnel to evaluate and improve utilization of resources and services of the library media center.

RESEARCH, DESIGN AND EVALUATION ROLE

Curricular and Instructional Design Function

The library media supervisor plays a major role in the design of curriculum and instruction at the district level. The effective integration of a variety of media appropriate to a wide range of alternative teaching/learning strategies is planned early in the overall design process; thus the supervisor's early involvement in this team effort assures expansion and improvement of the library media program as an integral component of the instructional process. The supervisor has the ability to:

1. Participate, as a member of the educational team, in the design and construction of the curriculum.
 - 1.1 Apply knowledge of a variety of curriculum development models to the planning process.
 - 1.2 Serve as a resource consultant to district curriculum development committees.
 - 1.3 Provide leadership to the design of student library media skills curriculum development.
2. Participate, as a resource consultant, in the design and evaluation of various instructional systems and strategies.
 - 2.1 Identify standard components and functions of a wide variety of instructional systems.
 - 2.2 Compare a diversity of instructional systems and strategies, assessing their potential to meet instructional objectives.
3. Provide consultative and technical assistance to increase the effective participation of building level library media specialists in curricular and instructional design processes.
4. Assist building level library media specialists and staff to design effective articulated library media skills programs consistent with district curriculum guides.

Evaluation Function

Systematic evaluation of all levels and aspects of the library media program based on identified program objectives enables the supervisor to demonstrate needed accountability, and provides specific direction for future library media program improvements. The supervisor has the ability to:

1. Provide leadership in applying appropriate methods of evaluation to all components of district and building level library media programs in relation to identified objectives.
 - 1.1 Specify evaluation criteria and feedback methods.
 - 1.2 Compare various formal evaluation models in terms of appropriateness to program needs.

RESEARCH, DESIGN AND EVALUATION ROLE

Evaluation Function (Cont)

- 1.3 Select, adapt, and/or design most appropriate means of assessment.
- 1.4 Interpret assessment results and apply them to the improvement of library media programs.
2. Contribute, as a library media supervisor, to major district-wide evaluation and accountability studies and projects which may have an impact on library media programs.
3. Assist building level library media specialists and other staff in evaluating all aspects of the library media program.

Research Function

The district supervisor has sufficient expertise to conduct practical, simple action research needed to justify support for and to direct the improvement of the library media program. Working with the personnel formally assigned to research activities, the library media supervisor contributes technical assistance to more extensive research studies relating to the district library media programs. The supervisor has the ability to:

1. Apply a systematic approach to library media research needs.
 - 1.1 Conduct needs assessments relating to library media programs.
 - 1.2 Determine the type of research appropriate to problems identified in the needs assessment.
 - 1.21 Develop, design and/or select appropriate data gathering techniques and instruments
 - 1.22 Analyze and assess data gathered in terms of reliability, validity and functional value to the library media program.
 - 1.3 Organize data, interpret results and integrate research findings for improvement of library media programs.
2. Provide building level library media specialists with research assistance relevant to building level programs.
 - 2.1 Identify, locate and disseminate appropriate research information.
 - 2.2 Assist in the designing and conducting of simple research applicable to unique building level library media program needs.

RESEARCH, DESIGN AND EVALUATION ROLE

Media and Facilities Design Function

Supervision of the design of effective teaching/learning materials, selection and installation of a variety of media equipment systems, and the planning of functional library media facilities at the district and building level requires a broad array of competencies by the district supervisor. The supervisor has the ability to:

1. Provide leadership in the design of teaching/learning materials which incorporate knowledge of learning theories, teaching styles and technical quality of materials.
 - 1.1 Determine most appropriate media format for meeting the specified objectives.
 - 1.2 Develop quality control standards and monitoring systems for technical quality.
 - 1.3 Apply principles of message design.
 - 1.4 Evaluate design of commercial and locally produced media in terms of its contribution to student learning and/or teaching effectiveness.
 - 1.5 Provide media design consultant service to other districts and building personnel.
2. Provide leadership in the design of media equipment systems.
 - 2.1 Design and install a variety of equipment systems.
 - 2.11 Explore and apply technological innovations applicable to library media programs.
 - 2.12 Evaluate and justify proposed equipment systems in terms of instructional improvement, cost effectiveness, ease of maintenance, compatibility with existing and future systems.
 - 2.13 Plan for systematic and gradual implementation of innovative and/or expensive systems.
 - 2.2 Assist building level personnel in improving their competencies relating to equipment systems.
3. Provide leadership in the design and development of library media facilities.
 - 3.1 Write educational specifications for a variety of library media centers, in cooperation with teachers, administrators, architects, community representatives, school board members, etc.
 - 3.2 Apply knowledge of technical innovations and trends for the improvement of media facilities.
 - 3.3 Use information about laws, regulations and procedures related to school facilities.
 - 3.4 Assist district and building level personnel in the design and remodeling of existing library media facilities.
 - 3.5 Utilize appropriate state and national standards and recommendations to assure development of optimum library media facilities.